

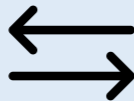




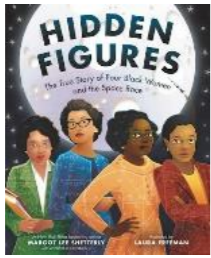
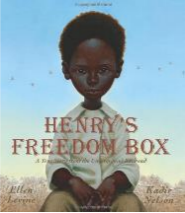
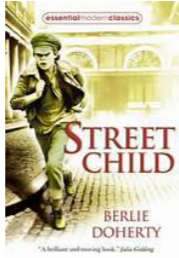


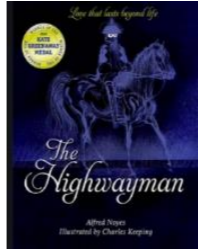
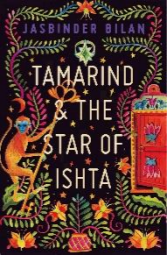

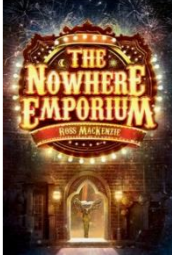

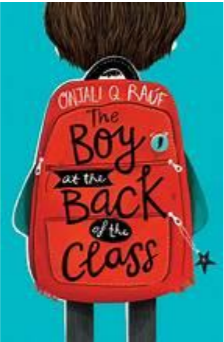
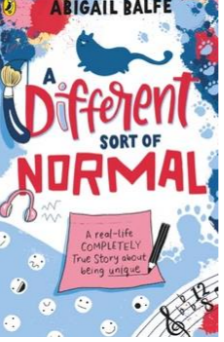
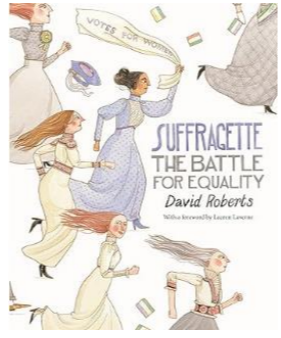
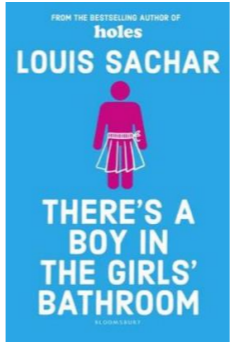
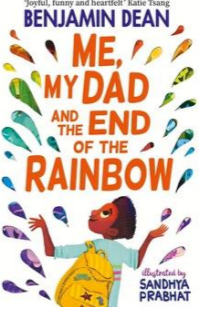
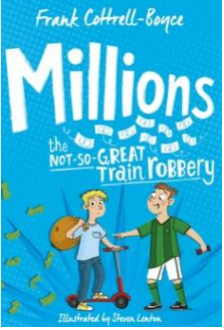




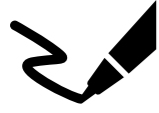


## Year 5 English Overview

Year 5 Whole School Theme	Autumn 1 Significance (REACH Values)	Autumn 2 Change and Continuity (History)	Spring 1 Sustainable Development (Eco)	Spring 2 Expressive Arts (Poetry)	Summer 1 Location and Place (Geography)	Summer 2 Awe and Wonder
						
<p>English lesson Text/visual stimulus</p>	 <p>Hidden Figures (non-fiction)</p>  <p>Henry's Freedom Box by Ellen Levine (non-fiction)</p>	 <p>Street Child by Berlie Doherty (Historical fiction)</p>  <p>Anchored (animation)</p>	 <p>The Last Bear by Hannah Gold (climate fiction)</p>	<p>Take One Book Week</p>  <p>The Highwayman by Alfred Noyes (poetry)</p>	<p>Tamarind &amp; the Star of Ishta by Jasbinder Bilan (fiction)</p>   <p>The Journey by Francesca Sanna (picture book)</p>	 <p>The Nowhere Emporium by Ross Mackenzie (non-linear fiction)</p>
<p>Story Time Spine</p> <p>Protective Characteristics</p> 	 <p>Race / Religion &amp; Belief</p>	 <p>Disability</p>	 <p>Gender</p>	 <p>Age &amp; Gender</p>	 <p>Marriage and civil partnership</p>	 <p>Disability</p>
<p>Writing Outcomes</p>  <p><b>UKS2:</b> Writing to entertain, inform, persuade or discuss.</p>	<p>Writing to inform – Biography</p> <p>Writing to persuade – letter</p> <p>Writing to entertain – setting description of life in the box.</p>	<p>Writing to persuade – letter of complaint</p> <p>Writing to entertain – character description (Grimy Nick)</p>	<p>Writing to discuss – speech about climate change linked to polar bears / ice caps melting</p> <p>Writing to entertain – poetry</p>	<p>Writing to entertain - playscript</p> <p>Writing to inform – newspaper article</p>	<p>Writing to entertain – narrative (Re-writing the moment Tamarind met Ishta from Ishta's POV)</p> <p>Writing to inform – diary (Sufia just before she runs away)</p>	<p>Writing to persuade – Advert (for the Nowhere Emporium)</p> <p>Writing to discuss – balanced argument (Should Daniel trust Silver?)</p>

<b>Reading focus</b>  	✓	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>	2a give / explain the <b>meaning of words in context</b>		
		2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction	2b <b>retrieve</b> and record information / identify key details from fiction and non-fiction		
		2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph	2c <b>summarise</b> main ideas from more than one paragraph		
		2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text	2d make <b>inferences</b> from the text / explain and justify inferences with evidence from the text		
		2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied	2e <b>predict</b> what might happen from details stated and implied		
		2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>	2f identify / explain how information / narrative content is related and contributes to <b>meaning as a whole</b>		
		2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases	2g identify / explain how <b>meaning is enhanced</b> through choice of words and phrases		
		2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text	2h make <b>comparisons</b> within the text		
<b>Opportunities for oracy</b>  	TBC	TBC	TBC	TBC	TBC	TBC	TBC			
<b>Grammar and Punctuation</b>  	<b>Text Structure</b>  Devices to build cohesion <b>within</b> a paragraph.  Devices to build cohesion <b>across</b> a paragraph using adverbials of time (e.g. later), place (nearby) and number (secondly).		<b>Sentence construction</b>  <b>Relative clauses</b> beginning with <b>relative pronouns</b> (who, which, where, when, whose, that) or an omitted relative pronoun.  <b>Adverbs to indicate possibility</b> (perhaps, surely).  <b>Modal verbs to indicate possibility</b> (might, should, must).		<b>Word Structure/Language</b>  <b>Verb prefixes</b> and their meanings (dis-, de-, mis-).		<b>Punctuation</b>  <b>Brackets, dashes or commas</b> to indicate parenthesis.  <b>Commas</b> to clarify meaning or avoid ambiguity.		<b>Terminology</b>  modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	
<b>Spelling</b>  	Spelling Shed Stage 5 – lists 1 to 6	Spelling Shed Stage 5 – lists 7 to 12	Spelling Shed Stage 5 – lists 13 to 19	Spelling Shed Stage 5 – lists 20 to 26	Spelling Shed Stage 5 – 27 to 32	Spelling Shed Stage 5 – lists 33 to 36				