



Year 5 English Overview



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Purpose and genre	Entertain – 2 weeks <i>Narrative first person – setting description</i> Inform – 3 weeks <i>Biography</i>	Poetry – 1 week <i>Cinquain poem</i> Inform – 3 weeks <i>Explanation text</i>	Entertain – 3 weeks <i>Suspense narrative</i> Inform – 3 weeks <i>Non-chronological report</i>	Persuade – 3 weeks <i>Letter</i> Entertain – 3 weeks <i>Stories from another perspective</i>	Discuss – 3 weeks <i>Balanced argument</i> Poetry – 1 week <i>Vocabulary building free verse poem</i> Entertain – 2 weeks <i>Characterisation</i>	Persuade – 3 weeks <i>Advertising campaign</i> Poetry – 1 week <i>Spoken word/rap</i> Entertain – 2 weeks <i>Fiction from our literary heritage</i>
National Curriculum	Composition (planning, drafting, editing and proof reading)	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own note and develop initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action precising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear 					
National Curriculum	Text Level and composition	Paragraphs (Y3) Dialogue (Y4) Figurative language (Y2-4) Senses (show not tell) (Y2) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3) Zoom in and out to move quickly in a story (Y4) 1 st person (Y2) 3 rd person (Y2)	Paragraphs (Y3) Simple present tense/simple past tense (Y2) Title, subheadings, diagrams with labels (Y3) Technical vocabulary (Y3)	Paragraphs (Y3) Dialogue (Y4) Title, subheadings, labels, captions, diagrams, glossary, index (Y3) Figurative language (Y2-4) Senses (show not tell) (Y2) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3) Create suspense by varying sentence length Quotes (Y4)	Paragraphs (Y3) Dialogue (Y4) Formal writing Figurative language (Y2-4) Senses (show not tell) (Y2) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3) Zoom in and out to move quickly in a story (Y4) 2 nd person narrative (Y3) Facts supporting opinion (Y3)	Present tense (Y2) Paragraphs (Y3) Dialogue (Y4) Formal writing Characterisation (speech, thoughts, effect, actions, looks) Clear points on either side of debate Signposts to show change in viewpoint Figurative language (Y2-4) Senses (show not tell) (Y2) Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3)	Paragraphs (Y3) Dialogue (Y4) Informal writing Alliteration (Y3) Assonance 2 nd person narrative (Y3) Facts supporting opinion (Y3) Rhetorical questions (Y3) Alliteration (Y3) Anecdotes (Y4) Power of 3 (Y3) Hyperbole/exaggeration Figurative language (Y2-4) Senses (show not tell) (Y2)



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					<p>Rhetorical questions (Y3)</p> <p>Alliteration (Y3)</p> <p>Anecdotes (Y4)</p> <p>Power of 3 (Y3)</p> <p>Hyperbole/exaggeration</p> <p>Create suspense by varying sentence length</p>	<p>Zoom in and out to move quickly in a story (Y4)</p> <p>Create suspense by varying sentence length</p>	<p>Show not tell – description of characters appearance and behaviour shows feeling or inner thoughts. (Y3)</p> <p>Zoom in and out to move quickly in a story (Y4)</p> <p>Create suspense by varying sentence length</p>
National Curriculum	Sentence Level	<p>Fronted adverbials (Y4)</p> <p>Expanded noun phrases (Y2) with prepositional phrases (Y4)</p> <p>Linking ideas across paragraphs using adverbials of time, place, number or tense choices.</p> <p>Relative clauses</p>	<p>Linking ideas across paragraphs using adverbials of time, place, number or tense choices.</p> <p>Relative clauses</p> <p>Extend range of sentences with more than one clause using both subordinating conjunction (when, if, that, because, although) and coordinating conjunctions (Y3)</p> <p>Vary rhythm of sentences; range of sentences types – simple, compound and complex. (Y3)</p>	<p>Linking ideas across paragraphs using adverbials of time, place, number or tense choices.</p> <p>Relative clauses</p> <p>Expanded noun phrases (Y2) with prepositional phrases (Y4)</p> <p>Extend range of sentences with more than one clause using both subordinating conjunction (when, if, that, because, although) and coordinating conjunctions (Y3)</p> <p>Vary rhythm of sentences; range of sentences types – simple, compound and complex. (Y3)</p>	<p>Linking ideas across paragraphs using adverbials of time, place, number or tense choices.</p> <p>Relative clauses</p> <p>Expanded noun phrases (Y2) with prepositional phrases (Y4)</p> <p>Extend range of sentences with more than one clause using both subordinating conjunction (when, if, that, because, although) and coordinating conjunctions (Y3)</p> <p>Vary rhythm of sentences; range of sentences types – simple, compound and complex. (Y3)</p>	<p>Linking ideas across paragraphs using adverbials of time, place, number or tense choices.</p> <p>Relative clauses</p> <p>Expanded noun phrases (Y2) with prepositional phrases (Y4)</p> <p>Extend range of sentences with more than one clause using both subordinating conjunction (when, if, that, because, although) and coordinating conjunctions (Y3)</p> <p>Vary rhythm of sentences; range of sentences types – simple, compound and complex. (Y3)</p>	<p>Linking ideas across paragraphs using adverbials of time, place, number or tense choices.</p> <p>Relative clauses</p> <p>Expanded noun phrases (Y2) with prepositional phrases (Y4)</p> <p>Extend range of sentences with more than one clause using both subordinating conjunction (when, if, that, because, although) and coordinating conjunctions (Y3)</p> <p>Vary rhythm of sentences; range of sentences types – simple, compound and complex. (Y3)</p>



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National Curriculum	Word Level including punctuation	<p>Apostrophes for plural possession (Y4)</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Indicate degrees of possibility using adverbs or modal verbs</p> <p>Precise noun choice (Y4)</p>	<p>Ellipsis</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Indicate degrees of possibility using adverbs or modal verbs</p> <p>Ellipsis</p> <p>Precise noun choice (Y4)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Indicate degrees of possibility using adverbs or modal verbs</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Indicate degrees of possibility using adverbs or modal verbs</p> <p>Ellipsis</p> <p>Colon</p> <p>Precise noun choice (Y4)</p>
National Curriculum	Spelling	<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology</p>					
National Curriculum	Handwriting	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>					