



English Overview – Summer – Year 5

Composition

NC Areas	Summer 1		Summer 2		
Class Reader	Odysseus The Nowhere Emporium		The Dark is Rising		
Genre and writing focus	<b>Model Text: Perseus and Medusa</b> Quest tale Focus: Character and Dialogue	<b>Love that book!</b> Whole school response to a chosen text	<b>Model Text: Man Rescued from Medusa!</b> Newspaper report (recount) Curriculum linked invention - First Olympics	<b>Poetry</b> Free Verse I've never... but I've...	
Toolkits	<b>Toolkit-Characterisation</b> Y3/4+ Use a name to suggest the character Drop in details to create character-how they behave Show not tell how characters feel by what they do, say and think Reveal a character's thoughts Use other character's comments or reactions Use contrasting main characters and show how a character feels on the inside whilst pretending to do something else Show character development	<b>Toolkit</b> Specific toolkit will be dependent on the chosen written response to the text and co-constructed with class Golden Toolkit will be applied (non-negotiables of Y5-see below)	<b>Structure</b> To be adapted for year group Beginning, middle and end in chronological order Opening orientation paragraph (who, what, where, why, when) Paragraphs often beginning with topic sentence	<b>Language</b> To be adapted for year group Past tense Third person Specific and descriptive language often in style of explanation or information Direct quotations and/or reported speech Sentence sign-posts for addition, time, comparison, generalisation, cause and effect, uncertainty and change of direction (see language box below)	<b>Poetry Toolkit</b> Alliteration Simile Metaphor Personification Juxtapositions Fresh new combinations Carefully chosen adjectives, verbs and adverbs
	<b>Toolkit-Dialogue</b> Y3/4+ Have characters discuss other events and reflect on events Add to the speech sandwich by adding in the listener's reaction e.g. "Hello," said John, waving to his friend. Tim gasped. Coming down the road was an elephant. "Run for it!" squealed Tim. Put the speaker before or after what is said or in between e.g. Sam said, "So, let's go.", "So, let's go," said Sam., "So," said Sam, "Let's go."				

<b>Planning and Text structure</b>	Boxing-up grid for planning or story map if still substituting Vary opening-Description, dialogue or action 5 part story structure-writing could start at any of the 5 points Vary connectives within and across paragraphs to build cohesion Use change of time, place and action to link ideas across paragraphs	Planning structure dependent on chosen response to text Co-construct box-up from model text for writing <b>Statutory requirements for Y5</b> Devices to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place and number or tense choices	Use recount skeleton to plan ideas Box-up grid to plan text structure Beginning, middle and end in chronological order Opening orientation paragraph (who, what, where, why, when) Paragraphs often beginning with topic sentence Use of headings and sub-headings Use of columns to structure	Generate ideas collectively Experiment with new combinations Use box-up to plan structure of poem-based on model
<b>Sentence construction</b>	<b>Consolidate Y4+</b> Relative clauses (who, which, that, where, when, whose or an omitted relative pronoun) Develop complex sentences widening use of subordinating conjunctions (I SAW A WABUB) Secure use of compound sentences using coordinating conjunctions (FANBOYS) Expanded -ed clauses as starters Elaboration of starters using adverbial phrases Drop in -ed clause Short and long sentences Fronted adverbials and variety of sentence openers Moving sentence chunks around for effect Sentence of 3 for description Stage directions in speech (speech+verb+action) Secure dialogue layout Rhetorical questions Use of modal verbs and adverbs (possibility)	<b>Statutory Requirements for Y5</b> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Develop complex sentences using full range of connectives Relative clauses (who, which, that, where, when, whose or an omitted relative pronoun) Rhetorical questions Expanded -ed clauses as starters Elaboration of starters using adverbial phrases Drop in -ed clause Use of modal verbs and adverbs to indicate degrees of possibility Secure use of compound sentences using coordinating conjunctions (FANBOYS) Sentence of 3 for description Direct and reported speech	Moving sentence chunks around for different effects Simple and embellished sentences Varying long and short sentences
<b>Language</b>	<b>Consolidate Y4+</b> Metaphor Personification Onomatopoeia Empty words-someone, somewhere, it, a silhouette Use of expanded noun phrases Carefully selected verbs, adverbs and adjectives Ambitious use of vocabulary collected from reading	<b>Statutory Requirements for Y5</b> Converting nouns or adjectives into verbs using suffixes [e.g., -ate; -ise; -ify] Verb prefixes [e.g., dis-, de-, mis-, over- and re-]	Developed use of technical language Sentence sign-posts for: Time-after, later that day, finally, later on, eventually etc Addition-Furthermore, Additionally, Moreover, Also etc Change of direction-However, On the other hand, Unfortunately, Fortunately Cause and Effect-Because, causing, Therefore, Owing to etc Uncertainty-It is possible that, It has been suggested that, Another possible explanation is etc For similarities-Equally, Similarly, Just as, In the same way etc For differences-In contrast, Compared with, Whereas etc Emphasis-Most of all, Least of all, Most importantly etc Generalisation-Usually, Typically, Many, Some, A few etc	<b>Consolidate Y4+</b> Metaphor Personification Onomatopoeia Use of expanded noun phrases Carefully selected verbs, adverbs and adjectives Ambitious use of vocabulary collected from reading
<b>Punctuation</b>	<b>Consolidate Y4+</b> Dashes, commas and brackets for parenthesis Inverted commas and other internal speech punctuation	<b>Statutory Requirements for Y5</b> Brackets, dashes or commas to indicate parenthesis Use of	Colon to introduce a list Semi-colon Dashes, brackets and commas for parenthesis Question marks	<b>Y4+</b> Commas, brackets and dashes for parenthesis

	Commas after sentence openers Commas to separate clause Apostrophe for possession-singular and plural Semi-colon	commas to clarify meaning or avoid ambiguity	Use of commas to separate clauses Apostrophe for possession-singular and plural Inverted commas and other internal speech punctuation Commas after fronted adverbials and other sentence openers	Apostrophe for possession Commas to separate clauses
<b>Terminology to consolidate</b>	<b>Statement, question, command, exclamation, question mark, exclamation mark, inverted commas, direct speech, inverted commas, bullet points, apostrophe for contraction/possession, commas, parenthesis, brackets, dash, singular/plural, suffix/prefix, word family, root words, consonant/vowel, adjective, noun, noun phrase, verb, adverb, verb tenses, connective, preposition, determiner, possessive pronouns, subordinate clause, relative clause, subordinating conjunction, coordinating conjunction, adverbial, fronted adverbial</b>			
<b>Terminology to introduce</b>	<b>Relative clause, relative pronoun, modal verb, adverbs for possibility, parenthesis, brackets, dash, determiner, cohesion, ambiguity, metaphor, personification, onomatopoeia, rhetorical question, present and past progressive, colon for list, indirect speech</b>			
<b>Spoken Language</b>	Storytelling using class story map and own plan Discussion, role play and drama within Reading as a Reader Presentation of writing on open afternoon	Generating ideas through discussion -dialogic talk Collaborative writing Present writing to another class or within class	Oral rehearsal of text map and own plan Interviews and hot seating News reports-green screen drama	Collaborative work in groups to generate ideas Sharing of poems with own and parallel class

## Transcription

<b>Handwriting</b>	Practice of all four joins for consistency and quality as well as speed. All children should be using a neat continuous cursive style (intervention for those who are not)	Practice of all four joins for consistency and quality as well as speed. All children should be using a neat continuous cursive style (intervention for those who are not)
<b>Spelling</b>	<p>Spelling strategies-Have a Go sheets, GPC charts, Proof Reading, dictionary skills, pair testing, spelling logs, personal spelling lists Use of spelling journals for etymology Dictations</p> <p><b>Teaching of Year 5 spelling patterns and rules</b></p> <ol style="list-style-type: none"> <li>Revision of Y4 Spelling List (popular, possession, potatoes, probably, purpose, question, regular, remember)</li> <li>Words with the letter string '-ough'</li> <li>Words ending in '-able' and '-ible'</li> <li>Homophones isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</li> <li>Hyphen Use of the hyphen (co-ordinate, co-operate)</li> <li>Words with the /i:/ sound spelt 'ei' after 'c' (receive, ceiling)</li> <li><b>Appendix 1 Words</b> Parliament, physical, privilege, programme, queue, recommend, restaurant, rhythm, secretary</li> </ol>	<p>Spelling strategies-Have a Go sheets, GPC charts, Proof Reading, dictionary skills, pair testing, spelling logs, personal spelling lists Use of spelling journals for etymology Dictations</p> <p><b>Teaching of Year 5 spelling patterns and rules</b></p> <ol style="list-style-type: none"> <li>Revision of Y4 Spelling List (separate, straight, strength, surprise, although, through, weight)</li> <li>Words ending in '-ably' and '-ibly'</li> <li>Revise words ending in '-able' and '-ible'</li> <li>Homophones altar/alter, led/lead, steal/steel</li> <li>Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</li> <li>Problem suffixes</li> <li><b>Appendix 1 Words</b> Secretary, signature, stomach, suggest, system, thorough, variety, vehicle</li> </ol>
<b>Spelling ongoing</b>	<p><b>Learning Spellings</b> Children:</p> <ul style="list-style-type: none"> <li>Learn words taught in new knowledge this term.</li> <li>Group other words for cross curricular teaching.</li> <li>Learn words from personal list.</li> <li>Use the first three or four letters of a word to check its spelling in a dictionary</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	