



English Overview – Spring – Year 5

Composition

NC Areas	Spring 1		Spring 2			
Class Reader	The Explorer		The Boy at the Back of the Class			
Genre and writing focus	<p>Model Text: The Time-slip Scarab Portal tale Focus: Description</p>	<p>Model Text-City Jungle Poetry Focus: Personification</p>	<p>Model Text: Why did scarab beetles leave Egypt? Explanation Curriculum linked invention - Why did the Cornish leave Cornwall?</p>	<p>Model Text: Is portal travel a good thing? Discussion Curriculum linked invention - Is immigration a good thing?</p>		
Toolkits	<p>Description Y3/4+ Use character's reaction or author comments to show effect of a description Use onomatopoeia rather than alliteration to show meaning Ensure all word choices earn their place and add something new or necessary Use precise detail when describing Select detail and describe for purpose e.g. to scare the reader, to lull the reader</p>	<p>Poetry Toolkit Alliteration Simile Metaphor Personification Juxtapositions Fresh new combinations Carefully chosen adjectives, verbs and adverbs</p>	<p>Structure To be adapted for year group Series of -often chronological- explanatory steps Paragraphs beginning with a topic sentence Use of diagrams to aid understanding Use of headings Possible use of bullet points, fact boxes, images, lists</p>	<p>Language To be adapted for year group Formal language Present tense Causal connectives and signposts to link explanation (see connectives progression doc)- because, therefore, so, thus, as a result, consequently, which causes/means Generalisers-Most, many, often, typically, usually etc Detail to understand points (often in form of information) Technical vocabulary</p>	<p>Structure To be adapted for year group Opening paragraph that introduces the reader to the issue Series of paragraphs in logical order: either beginning with all the arguments for, followed by the arguments against OR a series of contrasting points ending with a reasoned conclusion Paragraphs usually beginning with a topic sentence</p>	<p>Language To be adapted for year group Connectives and Signposts for: Adding on- The first reason is, also, in addition, furthermore, Introducing other viewpoints-however, on the other hand, others believe, whereas Concluding-in conclusion, having considered both sides, looking at this from both sides Present tense Third person Abstract nouns</p>

Planning and Text structure	Boxing-up grid for planning or story map if still substituting Vary opening-Description, dialogue or action 5 paragraph story in sequence Vary connectives within and across paragraphs for cohesion (adverbs for place/time/action)	Generate ideas collectively Experiment with combinations Plan using box-up style template Follow structure of model poem	Use explanation skeleton to plan Box-up grid to plan text structure and placing of images/diagrams etc Secure use of lay out suitable for text (link to reading) Paragraphs usually in chronological order	Use discussion skeleton to plan arguments Box-up grid to plan text Secure use of lay out suitable for text (link to reading) Paragraphed dependent on either theme or point of view Opening paragraph and final conclusion
Sentence construction	Consolidate Y4+ Relative clauses Develop complex sentences widening use of subordinating conjunctions Expanded -ed clauses as starters Elaboration of starters using adverbial phrases Drop in -ed clause Short and long sentences Moving sentence chunks around for effect Sentence of 3 for description	Stand-alone grammar work Revise- Indicating possibility using modal verbs or adverbs Present and past progressive verb forms (I am running, I was running) Introduce-converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)	Develop complex sentences using full range of connectives and signposts for explanation texts-causal connectives, adding-on connectives, generalisers (see Connectives and Sentence Signpost document) Relative clauses 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	Develop complex sentences using full range of connectives and signposts for explanation texts-causal connectives, adding-on connectives, generalisers (see Connectives and Sentence Signpost document) Relative clauses 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
Language	Consolidate Y4+ Metaphor Personification Onomatopoeia	Revision of word classes- adjectives, nouns, verbs, adverbs and prepositions Personification Simile Metaphor	Developed use of technical language See connectives and Signposts for text specific vocabulary (see language features toolkit above)	Developed use of technical language See connectives and Signposts for text specific vocabulary (see language features toolkit above)
Punctuation	Consolidate Y4+ Dashes and commas for parenthesis	Commas Question marks Exclamation marks Dashes	Colon to introduce a list Dashes and brackets for parenthesis Question marks Use of commas to separate clauses Apostrophe for possession-singular and plural	Commas, brackets and dashes for parenthesis Question marks Exclamation marks Apostrophe for possession-singular and plural
Terminology to consolidate	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			
Terminology to introduce	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			
Spoken Language	Storytelling using class story map and own plan Discussion, role play and drama within Reading as a Reader Presentation of writing on open afternoon	Collaborative writing Performance of poems	Oral rehearsal of text map and own plan Giving clear explanations of processes to the class through presentation of independent application	Discussions and debates Should zoos be banned? Should air travel be restricted? Is immigration a good thing?

Transcription

Handwriting	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)
Spelling	<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><u>Revision of Year 4 spelling patters and rules</u> Revision of Y4 Spelling List (February, fruit, group, guide, heart, history, increase, interest, knowledge) Revise contractions from Year 2 Possessive apostrophe with plurals Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /ʒən/ spelt '-sion' (division, confusion) Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'</p> <p><u>Appendix 1 words</u> Dictionary, embarrass, equipped, exaggerate, existence, familiar, forty, government, harass</p>	<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><u>Revision of Year 4 spelling patters and rules</u> Revision of Y4 Spelling List (length, material, mention, natural, notice, often, ordinary, peculiar) Suffix '-ous' (poisonous, outrageous) Homophones whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</p> <p><u>Teaching of Year 5 spelling patterns and rules</u> Plurals (adding '-s', '-es' and '-ies') (revision) Apostrophe for contraction and possession (revision) Words with 'silent' letters</p> <p><u>Appendix 1 words</u> Identify, immediate, interfere, language, lightning, mischievous, necessary, nuisance, occur</p>
Spelling ongoing	<p><u>Learning Spellings</u> Children:</p> <ul style="list-style-type: none"> • Learn words taught in new knowledge this term. • Group other words for cross curricular teaching. • Learn words from personal list. • Use the first three or four letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	