



English Overview – Autumn – Year 5

Composition

| NC Areas | Autumn 1 | | | Autumn 2 | |
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| Class Reader | Beowulf and Norse Myths | | | Malamander | |
| Genre and writing focus | Model Text: Hansel and Gretel Conquering the Monster Tale Focus: Action and Suspense | | Short Burst Writing Toolkits into Paragraphs Focus: Openings | Model Text: Visit Fairy Tale Britain Persuasion Curriculum linked invention-Visit the Americas! | Model Text-City of Stars Poetry Focus: Imagery |
| Toolkits | <p>Action As Y3/4+</p> <p>Character reaction to description/events Mirror character’s feelings through the setting Use vocabulary that powerfully connects to the mood Use speech to advance action and show emotion Repetition to build tension and advance action Show action by describing what happens and reactions</p> | <p>Suspense As Y3/4+</p> <p>Hide the threat Threatening/abandoned setting Personify the setting Weather and time of day to create atmosphere Smell/see/hear/feel or touch something ominous Suggest something is going to happen Create surprise using the unexpected Reveal the character’s thoughts Slow the action by using sentences of 3 and drop-in clauses</p> | <p>Openings Toolkit As Y3/4+</p> <p>Hook the reader e.g. <i>Usually</i>, Tim enjoyed playing in the park Use a contrast e.g. inside/outside: Outside the wind howled. Inside, the fire roared. Use a dilemma, desire or unexpected event e.g. Jo wept. Suggest something dangerous might happen (The ancient bridge shook) or has happened (Smoke rose from the village.) Dismiss the monster e.g. Tom had never believed in ghosts. Create a mood e.g. The fog shrouded the village. Use a trigger to capture the reader’s interest e.g. someone wants something; is warned not to do something; has to go somewhere; is threatened; has lost something; a mysterious parcel arrives Use flashback or flash forwards</p> | <p>Structure To be adapted for year group</p> <p>Introduction to orientate and hook the reader Logical order A series of points building one viewpoint Paragraphs with topic sentence in introduction Includes images/graphics to attract attention</p> <p>Language To be adapted for year group</p> <p>Present tense Second person Personal, direct and often informal language Opinions presented as facts Use of imperative verb form Use of language that sounds good - alliteration, slogans etc ‘Weasel’ words (emotive language designed to deceive/give best impression) Signposts/connectives (See Connectives/Signposts document) for:</p> | <p>Poetry Toolkit</p> <p>Alliteration Simile Metaphor Personification Juxtapositions Fresh new combinations Carefully chosen adjectives, verbs and adverbs Precise use of ambitious vocabulary (Magpied from reading)</p> |

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| | | | | <p>Generalisation: Most, Many, All Addition: Also, In addition, Furthermore, Moreover Emphasis: Most of all, Most importantly Comparison: Equally, similarly, just as/In contrast, compared with, whereas</p> | |
| Planning and Text structure | <p>Story map to orally learn the text Boxing-up grid for planning or story map if still substituting Vary opening-Description or dialogue 5 paragraph story in sequence Vary connectives within and across paragraphs for cohesion (adverbs for place/time/action)</p> | <p>Box-up using model text Experiment with opening lines-weather, place, time, speech, action, questions Paragraph within section (opening) to show a change in time, place or action</p> | <p>Use text map to learn text Secure understanding of different layout features for persuasive texts Group related material into paragraphs within sections Link ideas within and across paragraphs using range of connective/signposts Final paragraph to sum up and directly appeal to the reader</p> | <p>Generate ideas collectively Experiment with combinations Plan using box-up style template Follow structure of model poem</p> | |
| Sentence construction | <p>Revision of Year 4+ (refer to T4W Progression in Writing document) Relative clauses beginning with who, which, that, where, when or an omitted relative pronoun Secure use of compound sentences and/but/or/so/for/nor/yet (coordinating conjunctions) Secure use of complex sentences using range of subordinating conjunctions (If, since, as, while, although, when, after, before, until, because) Fronted adverbials for time, place and manner Use of rhetorical questions Stage directions added to speech (speech + verb + action) Expanded -ed clauses as starters e.g. Exhausted after the climb, Rosa lay down to sleep. Use of short and long sentences – long for action, short for suspense Dropped in -ed clause e.g. Poor Hansel, famished, lay at the bottom of the cage. Sentence of 3 – for action e.g. He opened the door, climbed out and sprinted down the path.</p> | <p>Revision of Year 4+ (refer to T4W Progression in Writing document) Relative clauses beginning with who, which, that, where, when or an omitted relative pronoun Secure use of compound sentences and/but/or/so/for/nor/yet (coordinating conjunctions) Secure use of complex sentences using range of subordinating conjunctions (If, since, as, while, although, when, after, before, until, because) Fronted adverbials for time, place and manner Use of rhetorical questions Stage directions added to speech (speech + verb + action) Expanded -ed clauses as starters e.g. Exhausted after the climb, Rosa lay down to sleep. Use of short and long sentences – long for action, short for suspense Dropped in -ed clause e.g. Tim, delighted by the present, ran to tell his brother. Sentence of 3 for description e.g. The cottage was small, cosy and covered by a thick layer of snow.</p> | <p>Revision of Year 4+ (refer to T4W Progression in Writing document) Relative clauses beginning with who, which, that, where, when or an omitted relative pronoun Secure use of compound sentences and/but/or/so/for/nor/yet (coordinating conjunctions) Secure use of complex sentences using range of subordinating conjunctions (If, since, as, while, although, when, after, before, until, because) Fronted adverbials for time, place and manner Use of rhetorical questions Sentence of 3 for effect Vary long and short sentences-long for description, short for impact Progressive verb forms-Present progressive e.g. Imagine that you are swimming in the turquoise ocean. Modal verbs-e.g. must, should, could, will etc</p> | <p>Stand-alone grammar sessions within this unit to secure sentence structures: Relative clauses beginning with who, which, that, where, when or an omitted relative pronoun Secure use of compound sentences and/but/or/so/for/nor/yet (coordinating conjunctions) Secure use of complex sentences using range of subordinating conjunctions (If, since, as, while, although, when, after, before, until, because) Within poetry unit: Modal verbs Fronted adverbials Rhetorical questions</p> | |

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| | | Present and past progressive verb forms (He was running, He is running) | | |
| Language | Revise Y3/4+ Secure word classes-nouns, proper nouns, abstract nouns, verbs, adverbs, adjectives, pronouns, prepositions) Empty words (somewhere, something, a shadow etc) Precise use of ambitious vocabulary (Magpied from reading) Personification Metaphor Onomatopoeia Alliteration-consonance-repeated consonants within words and assonance-repeated vowel sounds within words Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–) | Revise Y3/4+ Secure word classes-nouns, proper nouns, abstract nouns, verbs, adverbs, adjectives, pronouns, prepositions) Personification Metaphor Precise use of ambitious vocabulary (Magpied from reading) Onomatopoeia Alliteration-consonance-repeated consonants within words and assonance-repeated vowel sounds within words Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–) | Revise Y3/4+ Secure word classes-nouns, proper nouns, abstract nouns, verbs, adverbs, adjectives, pronouns) Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–) Signposts/connectives (See Connectives/Signposts document) for: Generalisation: Most, Many, All Addition: Also, In addition, Furthermore, Moreover Emphasis: Most of all, Most importantly Comparison: Equally, similarly, just as/In contrast, compared with, whereas | Revise Y3/4+ Revision of word classes: adjectives nouns proper nouns verbs adverbs prepositions conjunctions Within poetry abstract nouns (love, hate, jealousy) Use of adjectives, verbs, adverbs, prepositions Personification Metaphor Onomatopoeia Alliteration-asonance and consonance |
| Punctuation | Revise Y3/4+ Secure use of full stops and capital letters for sentence demarcation Secure use of capital letters for proper nouns Secure use of question and exclamation marks Secure use of commas after fronted adverbials Speech punctuation (revision) Comma to separate stage direction clause after speech Commas for parenthesis (relative clauses) Commas to separate clauses in complex sentences (if subordinate clause comes before main clause) | Revise Y3/4+ Secure use of full stops and capital letters for sentence demarcation Secure use of capital letters for proper nouns Secure use of question and exclamation marks Secure use of commas after fronted adverbials Speech punctuation (revision) Comma to separate stage direction clause after speech Commas for parenthesis (relative clauses) Commas to separate clauses in complex sentences (if subordinate clause comes before main clause) | Y3/4+ Secure use of full stops and capital letters, capital letters for proper nouns, question and exclamation marks Secure use of commas after fronted adverbials and parenthesis Commas to separate clauses in complex sentences (if subordinate clause comes before main clause) Introduce: Use of dashes, brackets and commas for parenthesis Use of colon to separate 2 main clauses e.g. The beaches are spectacular: you can sunbathe, swim and snorkel. Colon to introduce a list | Y3/4+ Consolidate punctuation within the stand-alone grammar lessons focusing on sentence structures Commas for parenthesis Exclamation marks Question marks Dashes for parenthesis Commas to separate clauses |
| 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 | | | |

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| Spoken Language | <p>Storytelling using class story map and own plan</p> <p>Discussion, role play and drama within Reading as a Reader (role play, improvisations, listening, responding, asking questions)</p> <p>Oral descriptions using sentence stems and images e.g. describing a spooky wood</p> <p>Presentation of chosen sections of writing to class or other audience</p> | <p>Storytelling using class story map and own plan</p> <p>Generating ideas through discussion (listening, responding, asking questions)</p> <p>Drama, role play, discussion within Reading as a Reader</p> <p>Collaborative writing (maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments)</p> <p>Oral rehearsal of sentences using stems</p> <p>Presentation of writing to class or other audience</p> | <p>Using text map to oral rehearse text type</p> <p>Drama, role-play and discussion within Reading as a Reader e.g. discussion about what makes different texts persuasive and rank according to their persuasiveness OR change the viewpoint from good to bad</p> <p>Short persuasions to warm-up the language e.g. persuade a snowman to come in from the cold, a dragon to stop eating maidens, a person to visit St Agnes etc</p> | <p>Collaborative planning and writing-sharing of ideas, listening to and building on the ideas of others</p> <p>Presenting poems to another class</p> |
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| Transcription | | |
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| Handwriting | <p>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)</p> | <p>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)</p> |
| Spelling | <p>Spelling strategies-Have a Go sheets, GPC charts, Proof Reading, dictionary skills, pair testing, spelling logs, personal spelling lists</p> <p>Use of spelling journals for etymology</p> <p>Dictations</p> <p>Revision of Year 4 spelling patters and rules</p> <p>Revision of Y4 Spelling List (accidentally, address, appear, believe, breath, build, calendar, centre, certain)</p> <p>Word endings: Words ending /ure/ (treasure, measure) Prefixes 'in-', 'il-', 'im-' and 'ir-'</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</p> <p>Homophones peace/piece, main/mane, fair/fare</p> <p>Possessive apostrophe with singular proper nouns (Cyprus's population)</p> <p>Appendix 1 words</p> <p>accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise</p> | <p>Spelling strategies-Have a Go sheets, GPC charts, Proof Reading, dictionary skills, pair testing, spelling logs, personal spelling lists, Word Webs</p> <p>Use of spelling journals for etymology</p> <p>Dictations</p> <p>Revision of Year 4 spelling patters and rules</p> <p>Revision of Y4 Spelling List (complete, continue, describe, difficult, early, eighth, exercise, experiment, famous)</p> <p>The /g/ sound spelt 'gu'</p> <p>Words ending /tʃə/ spelt 'ture' (creature, furniture) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (invention, comprehension, expression, magician)</p> <p>Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Homophones scene/seen, male/mail, bawl/ball</p> <p>Appendix 1 words</p> <p>Cemetery, communicate, competition, conscious, convenience, criticise, definite, determined,</p> |
| Spelling ongoing | <p>Learning Spellings</p> <p>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. | |