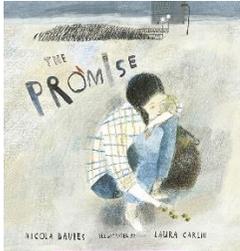
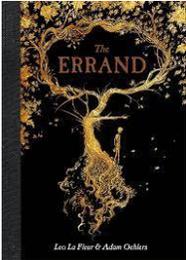
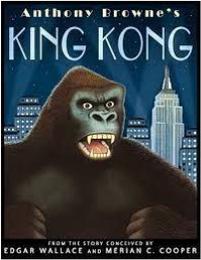




Rice Lane Primary School English Overview: Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle Text					
<p>1 Week Whole School Grammar Focus Float by Daniel Miyares</p> 	 <p>The Promise Nicola Davies</p>	 <p>The Errand Leo LaFleur</p>	 <p>The Lost Book of Adventure Teddy Keen</p>	 <p>Greta and the Giants Zoe Tucker</p>	 <p>King Kong Anthony Browne</p>
 <p>Where Once We Stood Chris Riley</p>					
Writing Outcome & Writing Purpose					
<p>Narrative: Exploration Narrative</p> <p>Purpose: To narrate</p>	<p>Narrative: Character Narrative</p> <p>Purpose: To narrate</p>	<p>Narrative: Cliff hanger Narrative</p> <p>Purpose: To narrate</p>	<p>Narrative: Survival Narrative</p> <p>Purpose: To narrate</p>	<p>Narrative: Narrative describing how a natural environment is restored</p> <p>Purpose: To narrate</p>	<p>Narrative: Dilemma Narrative</p> <p>Purpose: To narrate</p>
<p>Recount: Formal Report</p> <p>Purpose: To recount</p>	<p>Instructions: Newspaper Report</p> <p>Purpose: To recount</p>	<p>Recount: Formal Event Report</p> <p>Purpose: To inform</p>	<p>Explanation: Survival Guide</p> <p>Purpose: To explain</p>	<p>Explanation: To write an environmental speech.</p> <p>Purpose: To persuade</p>	<p>Discussion: Balanced Argument</p> <p>Purpose: To discuss</p>
Grammar: Word					
Build on previous learning & focus on:					
<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs</p>	<p>Converting nouns or adjectives into verbs using suffixes e.g. -ate (capitvate), -en (heartbroken), -ify (intensify), -ise (hypnotise)</p>	<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>
Grammar: Sentence					
Build on previous learning & focus on:					

Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Indicate degrees of possibility using modal verbs and adverbs	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clauses	Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Using relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun Using expanded noun phrases to convey complicated information precisely	Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form
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Grammar: Text

Build on previous learning & focus on:

Linking ideas across paragraphs, using adverbials [of time, place and number]	Linking ideas across paragraphs, using adverbials Linking ideas across paragraphs using tense choices	Linking ideas across paragraphs, using adverbials	Linking ideas across paragraphs, using adverbials	Linking ideas across paragraphs, using adverbials	Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions
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Grammar: Punctuation

Build on previous learning & focus on:

Dashes to mark boundaries between independent clauses Dashes and brackets for parenthesis Use inverted commas to indicate speech Use speech punctuation	Use hyphens to avoid ambiguity	Use hyphens to avoid ambiguity Semi-colons to mark boundaries between independent clauses Colons and bullet points	Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity	Indicating grammatical features using dashes to indicate parenthesis Indicating grammatical features using the commas to clarify meaning or avoid ambiguity Use of inverted commas to indicate direct speech (Y4)	Recap speech punctuation Brackets for parenthesis
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Terminology for pupils: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Poetry



Jinnie Ghost
Berlie Doherty



Finding Magic
Eric Finney



Animals of Africa
The Literacy Company

Unit Outcome: To write their own poem using a range of techniques (metaphors, noun phrases and a refrain).

Vocab: velvet, wildness, casement, couched, moveless, amber, mellow, tender, climes, gaudy

NC Word List: ancient, environment, lightning, familiar, neighbour, nuisance, recognise, variety

Unit Outcome: To write a free verse poem using metaphor.

Vocab: elegance, majestic, splendour, heavenly, bathed, marvel, gaze, capture, vine, creeper, pine, meadow, wilderness, clearing, midsummer, monumental

NC Word List: appreciate, desperate, determined, disastrous, environment, existence, interfere, nuisance, persuade

Unit Outcome: To write a poem about an African animal (which is fun to read out loud!)

Vocab: airs and graces, bill, caterwaul, disobliging, feline, frisky, gavotte, skulks, sneer, snout, writhe, zestful

NC Word List: curiosity, environment, especially, existence, frequently, identity, individual, marvellous, mischievous

Spellings

Unit 1: Words with silent letter **b**
Special Focus 1: Words that contain the letter-string **ough**
Unit 2: Words ending in **-ible**
Special Focus 2: Homophones
Unit 3: Words ending in **-able**
Special Focus 3: Orange words
Unit 4: Words with the silent letter **t**
Special Focus 4: Orange words

Unit 5: Words ending in **-ibly** and **-ably**
Special Focus 5: Homophones and other words that are easily confused
Unit 6: Words ending in **-ent**
Special Focus 6: Orange words
Unit 7: Words ending in **-ence**
Special Focus 7: Orange words
Unit 8: The *ee* sound spelt **ei**
Special Focus 8: Homophones and other words that are easily confused

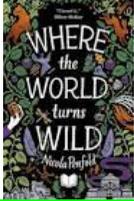
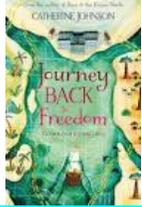
Unit 9: Words ending in **-ant**, **-ance** and **-ancy**
Special Focus 9: Orange words
Unit 10: Words ending in *shus* spelt **-cious**
Special Focus 10: Orange words
Unit 11: Words ending in *shus* spelt **-tious**
Special Focus 11: Orange words
Unit 12: Words ending in *shul* spelt **-cial** or **-tial**
Special Focus 12: Orange words

Handwriting

Revising prior learning from Years 3 and 4

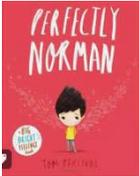
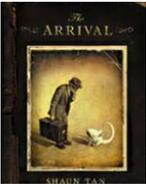
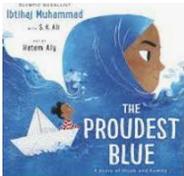
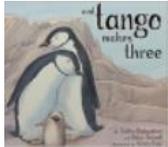
Recap harder letters and words : l, y, g, q, b, p, k, v, s, r, f, z, x, yell, eye, jaw, jay, gag, going, quay, queen, kept, vans, rest, fox, zoo, oxen, fuzzy.
Children to work on dictation materials with a focus on speed and accuracy

Reading

Storytime	 <p>Cosmic Frank Cottrell Boyce</p>	 <p>Where the World Turned Wild Nicola Penfold</p>	 <p>Journey Back To Freedom Catherine Johnson</p>
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Whole Class Reading	Fiction					
	<p>Stig of the Dump Clive King</p>	<p>Firework Makers Daughter Phillip Pullman</p> <p>The Adventures of Odysseus Hugh Lupton</p> <p>Who Let the Gods Out Maz Evans</p> <p>A Kind of Spark Ellie McNicholl</p>	<p>There's a Boy in the Girl's Bathroom Louis Sachar</p> <p>Tom's Midnight Garden Philippa Pearce</p> <p>Anglo-Saxon Boy Tony Bradman</p> <p>Where the World Turned Wild Nicola Penfold</p>	<p>Where the World Turned Wild Nicola Penfold</p> <p>Holes Louis Sachar</p>	<p>High Ride Mystery Sharna Jackson</p> <p>Ghost Jason Reynolds</p>	<p>Journey Back To Freedom Catherine Johnson</p>

Non-Fiction

<p>Boudicca (Headstart P23) (past knowledge from Y4)</p> <p>Apollo 13 exploration narrative</p> <p>Anglo-Saxons and Vikings Hazel Maskell</p> <p>Hidden Figures- Mae Jemison Margot Lee Shetterly</p>	<p>The Week Junior Science and Nature Magazine Articles - Space</p>	<p>The Missing Michael Rosen</p>	<p>How to Survive on a Desert Island (lit shed)</p> <p>Vikings in Britain (lit shed)</p>	<p>Conservation in the Rainforest Lit shed</p>	<p>The British Empire Lit Shed</p>
Poetry					
<p>Look at the Moon – Headstart p94 - *NEW*</p>	<p>The Peacock – Cynthia Ryder – Cracking Comprehension</p> <p>It's Beginning to Look a Lot Like Christmas Meredith Wilson (Michael Buble)</p>	<p>The Missing Michael Rosen</p>	<p>Viking Poem -title?</p> <p>You can't be that – Brian Patten – Cracking Comprehension</p>	<p>The Road Not Taken Robert Frost</p>	
<p><i>Links to previous History unit (Y4)</i></p>	<p><i>Links to English text within half-term</i></p>	<p><i>Links to English text within half-term</i></p>	<p><i>Links to English text within half-term</i></p>	<p><i>Links to English text within half-term and previous history (Y4)</i></p>	<p><i>Links to English text within half-term and previous history and geography (Egyptians and North America)</i></p>
<p>Celebrating being an individual</p> 	<p>Celebrating our freedom</p> 	<p>Celebrate being inclusive</p> 	<p>Celebrating differences</p> 		

Key:

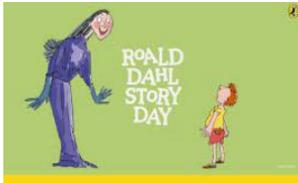
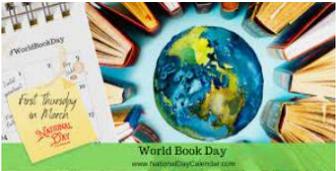
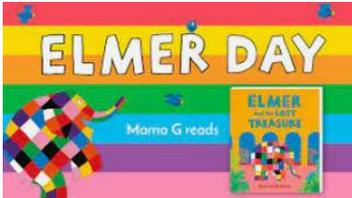
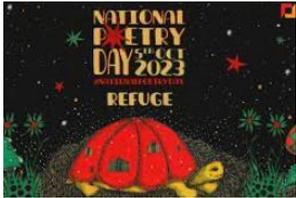
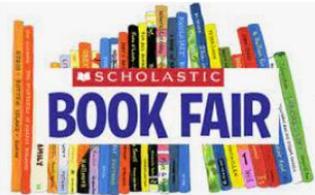
Yellow – a book visited again in a different year group

Pink – a book dealing with the protected characteristics that will also be read in a different year group

green – a book with an environmental link

blue – a book with a diverse theme or author



Autumn Term	Spring Term	Summer Term
Roald Dahl Day 13.9.23 	World Book Day 7.3.24 	Elmer Day (F.S. & KS1) .5.24 
National Poetry Day 5.10.23 		Shakespeare Day (KS2) 23.4.24 
	Scholastic book Fair 6.3.24-12.3.24 	

Book Swap <ul style="list-style-type: none"> • Permanente box by the office • Bring a book in to swap on Roald Dahl Day 	Book Swap <ul style="list-style-type: none"> • Permanente box by the office 	Book Swap <ul style="list-style-type: none"> • Permanente box by the office • Bring a book to swap 22.5.24
Author visit – via zoom LLP To be confirmed	Storyteller visit Jake the Storyteller – to be confirmed	Author – via zoom or in person LLP To be confirmed
Sharing stories with ‘buddy class’ W.B. 2.10.23 	Sharing stories with ‘buddy class’ W.B. 4.3.24 	Sharing stories with ‘buddy class’ W.B. 3.6.24 
Yoto – timetabled 	Yoto – timetabled 	Yoto – timetabled 
Reading Café Stories Around the Christmas Tree for KS1 children 	Reading Café Stories with the Easter Bunny for LKS2 children 	Reading Café The Mad Hatters Tea Party for UKS2 children 
Competitions Recite a poem competition – in association with NPD. 	Competitions Design your favourite book character using a pebble – in association with WBD. 	Competitions Summer Reading Challenge – in association with the Library service 

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