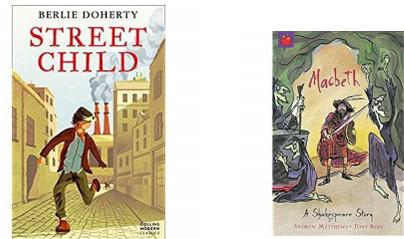


Year 5 English Overview

Autumn	Spring	Summer
<p><u>Focus texts for writing</u> Clockwork</p> 	<p><u>Focus texts for writing</u> Street Child</p> 	<p><u>Focus texts for writing</u> The Last Wild Macbeth</p> 
<p><u>Active English Focus 1</u> Nouns, verbs, Adjectives, adverbs, MAPOS, main and subordination, coordination</p> <p><u>Active English Focus 2</u> Commands, imperative verbs, openers, recap or main, subordinate and relative clauses, bullet points</p> <p><u>Active English Focus 3</u> Prepositions, pronouns, verb choice, paragraphs/paragraph openers, linking sentences, speech of characters.</p> <p><u>Active English Focus 4</u> Main, subordinate, relative clauses, formal tone, speech – direct and reported (witness to event)</p>	<p><u>Active English Focus unit 1</u> Openers, subordination, questions, statements, commands and exclamations, contractions, descriptive language techniques</p> <p><u>Active English Focus unit 2</u> contractions, vocabulary choices, paragraphs semi colons, colons, hyphens, sentence choices</p> <p><u>Active English Focus unit 3</u> Direct and reported speech, recap of various punctuation strands in Y5</p> <p><u>Active English Focus unit 4</u> Formal tone, organisation of texts, linking sentences effectively,</p>	<p><u>Active English Focus unit 1</u> Bullet points, openers, sentence types, commands, word classes, determiners,</p> <p><u>Active English Focus unit 2</u> Recap of areas of need that fit within the narrative genre</p> <p><u>Active English Focus unit 3</u> Formal language, speech, sentence type and construction (various clauses), other areas of stand-alone SPAG, Speech to progress writing,</p> <p><u>Active English Focus unit 4</u> Colons, brackets, openers, playscript-specific terminology</p>
<p><u>Possible genre to be used as a vehicle to apply the above learning:</u></p> <p>Instructional writing - (to be written as part of a unit in English books, not as an independent write</p>	<p><u>Possible genre to be used as a vehicle to apply the above learning:</u></p> <p>Letter (informal) - (to be written as part of a unit in English books, not as an independent write but</p>	<p><u>Possible genre to be used as a vehicle to apply the above learning:</u></p> <p>Newspaper - (to be written as part of a unit in English books, not as an independent write but</p>

<p>but rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>	<p>rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>	<p>rather as a vehicle for the grammar content and to engage the writer. Can be written in parts rather than in its entirety).</p>
<p style="text-align: center;"><u>Final written outcomes</u> <u>Genre</u></p> <p><u>Narrative flashback</u> – to be written in Independent Writing books.</p> <p><u>Narrative myths and legends</u> – to be written in Independent Writing books.</p> <p><u>Newspaper report</u> – to be written in Independent Writing books.</p>	<p style="text-align: center;"><u>Final written outcomes</u> <u>Genre</u></p> <p><u>Narrative (descriptive)</u> – to be written in Independent Writing books.</p> <p><u>Narrative (problem resolution)</u> – to be written in Independent Writing books.</p> <p><u>Information Text</u> – to be written in Independent Writing books.</p>	<p style="text-align: center;"><u>Final written outcomes</u> <u>Genre</u></p> <p><u>Narrative</u> – to be written in Independent Writing books.</p> <p><u>Narrative – direct speech to progress action</u> – to be written in Independent Writing books.</p> <p><u>Playscript</u> – to be written in Independent Writing books.</p>
<p style="text-align: center;"><u>Active Spelling Autumn Term</u></p> <p>HFW – targeted to each child (5 at a time)</p> <p style="text-align: center;">‘ed’ words ‘ing’ words ‘er’ words ‘y’ instead of ‘l’ words (e.g. gym Pre fixes mis-, dis-, im- Pre fixes il-, ir-, re-, auto Pre fixes sub-, inter-, super-, anti-, Able and ible words Homophones REVISION OF TERMS WORDS</p> <p>3 WORDS FROM BOTH YEAR 3 AND 4 AND 5 AND 6 SPELLING LISTS COMPLETED EACH WEEK</p>	<p style="text-align: center;"><u>Active Spelling Spring Term</u></p> <p>HFW – targeted to each child (5 at a time)</p> <p style="text-align: center;">Tion, sion, ssion cian words Ough words Silent letters Sure and ture words Homophones Gue and que words Cial and tial Year 3 and 4 spelling lists (2 weeks) REVISION OF TERMS WORDS</p> <p>3 WORDS FROM BOTH YEAR 3 AND 4 AND 5 AND 6 SPELLING LISTS COMPLETED EACH WEEK</p>	<p style="text-align: center;"><u>Active Spelling Summer Term</u></p> <p>HFW – targeted to each child (5 at a time)</p> <p style="text-align: center;">Ous, and eous words Tious and cious le and ei words Ant and ance, ent and ence Homophones ch where it sounds like ‘sh’ or ‘k’ year 3 and 4 spelling lists Year 5 and 6 spelling lists REVISION OF TERMS WORDS</p> <p>3 WORDS FROM BOTH YEAR 3 AND 4 AND 5 AND 6 SPELLING LISTS COMPLETED EACH WEEK</p>

