

English Curriculum Overview - Year 5

	Unit	Details
Autumn One	<p>Description</p> <ul style="list-style-type: none"> - Paragraphs & adverbials of time - Fronted Adverbials 	<p>As pupils settle into Middle School, teachers find out about their new pupils with an introduction to biographies and autobiographies. Pupils learn extracts from autobiographies such as Bear Grylls and Roald Dahl, with a focus on organising writing in a logical sequence of paragraphs which contain adverbials of time. The outcome is to write their own autobiography based on their life so far. They are then introduced to an alien story with the sighting of a UFO. The focus is developing their understanding of the features of a recount, as well as description and the use of fronted adverbials. By Year 5 pupils have worked on and revisited story types and the non-fiction genre across the First School, they have the skills, knowledge and experience to deconstruct new texts in order to recognise features, as well as a range of different purposes and audiences. Year 5 is about consolidating these skills, developing and extending their confidence, enjoyment and mastery of language through writing, both fiction and non-fiction, as well as performance and debate. Handwriting continues to review correct letter shapes and joins to ensure fluency, legibility and good presentation, as well as increasing the pace of writing while sustaining neatness and accuracy. In the second part of the Autumn term, many of the pupils go away to Robinwood on a residential trip, which they use as the basis for a recount. Finally, they consider the case of Goldilocks as a discussion text. Looking at all the evidence is Goldilocks guilty of wrongdoing and whether pupils can organise their opinions appropriately..</p>
Autumn Two	<ul style="list-style-type: none"> - Contrasting conjunctions - Degrees of possibilities (Adverbs) - Use of commas 	
Spring One	<p>Dialogue</p> <ul style="list-style-type: none"> - Use of inverted commas - Use of parentheses - subordinate clauses 	<p>Pupils meet Tommy and the ghost in a 'conquer the monster' tale, with a focus on dialogue and using inverted commas and other punctuation for speech. Pupils continue to plan writing by identifying the intended audience and purpose for writing and choose a suitable model to support their own writing. Pupils describe settings, characters and atmosphere with rich, varied vocabulary and integrate dialogue to convey character and advance action, drawing on the modelled text and their own wider reading of fiction. Pupils write an independent 'conquer the monster' story to demonstrate the skills and knowledge acquired. Pupils are then given the opportunity to become a Hawkboy as they learn instructions and independently use organisational devices to structure text and guide the reader by creating their own instructions to trap a famous superhero. The focus is add-on phrases with subordinate clauses. Pupils meet Sally and the Nightmare Man in a tale of fear, focusing on their use of suspense in their writing. Pupils revise elements of grammar and punctuation, enabling them to select them appropriately in their writing and understand how their choices can change and enhance meaning. Pupils will create short burst writing developing their use of similes and look at how Sally's feelings change across the story. They will independently and imaginatively draw upon what they have learned about how authors develop characters and settings to help them create their own story of facing fears.</p>
Spring Two	<p>Suspense</p> <ul style="list-style-type: none"> - revision of apostrophes - revision of commas 	
Summer One	<p>Direct & reported speech</p> <p>Building on all areas covered</p> <ul style="list-style-type: none"> - relative clauses 	<p>Pupils will use the text Tuesday, where strange and incredible happenings occur each Tuesday, to plan and write their own newspaper report based on unusual sightings in Tynemouth. The focus is direct and reported speech, as pupils build on their previous experiences of newspaper texts and understanding of intended audiences. Pupils then write their own poem with a focus on rhyme and structure, based on Cats. The final text in Year 5 is a story about a classroom during wet break and finding a game which will leave a lasting impact on those involved. The focus is use of relative clauses and building on all skills covered. The final written outcome will be to write their own finding tale demonstrating all the skills they have learned. Pupils will plan by recording ideas, sometimes choosing ideas for impact and to enhance the effectiveness of what they write, drawing on independent reading and research. They will develop settings and plots, evoking atmosphere through detailed description and portray characters through meaningful interaction and dialogue. Pupils will independently produce coherent paragraphs that flow and use a range of devices to create cohesion between paragraphs. They will explore and alter a range of vocabulary from modelled texts</p>
Summer Two		