

Year 1 Yearly Overview for English

Pacer of Termly Texts Blocks, Links and suggested outcomes

Pacer of Termly Texts Blocks, Links and suggested outcomes						
Autumn		Spring			Summer	
Curriculum topic	Where in the world is Barnaby Bear?					
English Literature Texts	<u>Traditional Tales/ Talk for Writing:</u> <ul style="list-style-type: none"> • Mr Gumpy's Outing • Gingerbread Man • Three Billy Goats Gruff • Three Little Pigs 	<u>Narrative</u> <ul style="list-style-type: none"> • Beegu – Alexis Deacon (3 weeks) 	<u>Narrative</u> <ul style="list-style-type: none"> • Lila And The Secret of Rain – David Conway • The Story Tree – Hugh Lupton (3 weeks) 	<u>Narrative</u> <ul style="list-style-type: none"> • Information texts – linked to topic • Aaaarrgghh Spider – Lydia Monks 	<u>Narrative</u> <ul style="list-style-type: none"> • Narrative poetry • Where the Wild Things Are – Maurice Sendak • The Snail and the Whale - Julia Donaldson 	<u>Author Study (Quentin Blake)</u> Poetry Quentin Blake: <ul style="list-style-type: none"> • Mr Magnolia • Cockatoos • The Green Ship • Mrs Armitage (4 Weeks) • Animal Poems/ Owl and The Pussy Cat
Author Studies	Julia Donaldson/ John Burningham	Jill Murphy	Lauren Child	Simon James	Maurice Sendak	Quentin Blake

Spoken Outcomes	<ul style="list-style-type: none"> • Re-tell stories through modelling, rehearsal and applying. 	<ul style="list-style-type: none"> • Role play area • Story telling circle • Debate the teacher's actions • Pie Corbett 	<ul style="list-style-type: none"> • Story telling circle • Pie Corbett 	<ul style="list-style-type: none"> • Are spiders good or bad? 	<ul style="list-style-type: none"> • Debates between Max and parents • Debates between Max and wild things • Retelling events in order • Memorise sections of rhyming story 	<ul style="list-style-type: none"> • Performing Mister Magnolia • Oral telling Cockatoos • Role play Professor Dupont • Poetry recital and performance
Written Outcomes	<p><u>Traditional Tales</u></p> <ul style="list-style-type: none"> • Story maps • Sequencing • Wanted Posters • Boxing Clever outcomes • Retell/Alternatives 	<p><u>Beegu</u></p> <ul style="list-style-type: none"> • Wk 1 – describe Beegu's home planet • Wk 2 - writing a postcard home to Beegu's alien friends • Final - Writing a story from Beegu's point of view 	<p><u>Lila And The Secret of Rain</u></p> <ul style="list-style-type: none"> • Re-tell the story • Story maps • Letter writing • Diaries • Sequencing <p><u>The Story Tree</u></p> <ul style="list-style-type: none"> • Wk 1 – retell The Little Red Hen • Wk 2 and 3 – retell Monkey See, Monkey Do as a published book 	<p><u>Aaaarrgghh Spider</u></p> <ul style="list-style-type: none"> • Wk 1 – Write a spider poem • Wk 2 – write in the role of the spider 'a day in my life' • Wk 3 – write a story based on a homeless insect <p><u>Information texts:</u></p> <ul style="list-style-type: none"> • Booklets • Dictionary work – order, finding definitions of new words 	<p><u>Where the Wild Things Are</u></p> <ul style="list-style-type: none"> • Wk 1 – Write a wanted poster for one of the monsters. • Wk 2 – Choose a scene and write a poem about it. • Wk 3 – Make a 'Where The Wild Things book' <p><u>The Snail and the Whale:</u></p> <ul style="list-style-type: none"> • Wk 1 – Write a description of one of the pictures • Wk 2 – write in role from snail's point of view • Wk 3 – Write a recount of events 	<p><u>Quentin Blake</u></p> <ul style="list-style-type: none"> • Write the story of Mr Magnolia's missing boot. • Write in role as a cockatoo • Write own version of the story of Mrs Armitage on wheels <p><u>Owl and the Pussy Cat</u></p> <ul style="list-style-type: none"> • Wk 1 - Illustrations of each page in Owl and Pussy Cat • Annotated story map • Wk 2 - Message (in a bottle) • Write postcards home • Wk 3 – Owl & Pussy Cat's Diary • E-mail in role – informal

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Word:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Comprehension:

Develop positive attitudes to reading & understanding of what they read by:

- listening to & discussing a wide range of poems, stories & non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics
- recognising & joining in with predictable phrases
- learning to appreciate rhymes & poems, & to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately & fluently & those they listen to by:

- drawing on what they already know or on background information & vocabulary provided by the teacher
- checking that the text makes sense to them as they read & correcting inaccurate reading
- discussing the significance of the title & events
- making inferences on the basis of what is being said & done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns & listening to what others say
- explain clearly their understanding of what is read to them.

Writing

Transcription

Spelling (see English Appendix 1)

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Composition

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - combining words to make sentences
 - joining words and clauses using *and*
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils.
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 3 Yearly Overview for English

Pacer of Termly Texts Blocks, Links and suggested outcomes

Pacer of Termly Texts Blocks, Links and suggested outcomes						
Autumn			Spring		Summer	
Curriculum topic	The Caribbean	Stone Age to the Iron Age	China	Weather	Romans	
English Literature Texts	<ul style="list-style-type: none"> Stories from other cultures Non chronological reports Gregory Cool – Caroline Binch Grace Non-Chronological reports – linked to topic 	<ul style="list-style-type: none"> Dear Greenpeace – Simon James The Great Kapok Tree – Lynne Cherry Non-Chronological reports – linked to topic 	Narrative/ Visual Literacy <ul style="list-style-type: none"> The Tunnel Gorilla Into the Forest 	Narrative Instruction/Information Author Study - Oliver Jeffers: <ul style="list-style-type: none"> The Day the Crayons Quit The Incredible Book The Great Paper Caper Instruction/Information Texts – link to topic Additional Science Focus	Narrative/ Visual Literacy/ Poetry <ul style="list-style-type: none"> Leon and the Place Between - Angela McAllister and Grahame Baker-Smith 	Narrative The Hodgeheg – Dick KingSmith Non-fiction – information books
Author Studies	Cressida Cowell	Lemony Snicket	Anthony Browne	Oliver Jeffers	Jeremy Strong	Dick King Smith
Spoken Outcomes	Formal language rehearsal Debate	Formal language rehearsal Debate Re-telling stories	Re-telling stories Role play Drama Discuss pictures	Formal language Debate Intonation Speaking with confidence Drama Role-play New vocabulary	Role play Drama Topic specific vocabulary	Hot seating Respond to story statements

<p>Written Outcomes</p>	<p><u>Gregory Cool</u> Posters Retell Comics Persuasive letters</p> <p><u>Dear Greenpeace</u> Letters Analysis of Humour Formal/Informal Language</p> <p><u>Non-chronological Reports</u> Different places, similar lives Compare and contrast</p>	<p><u>Dear Greenpeace (3 weeks)</u> Letters Analysis of Humour Formal/Informal Language</p> <p><u>The Great Kapok Tree (3 weeks)</u> Posters Retell Comics Persuasive letters</p> <p><u>Non-chronological Reports</u> Record information about the past Compare and contrast</p>	<p><u>Anthony Browne</u></p> <ul style="list-style-type: none"> Retell the story of The Tunnel Write a letter to Anthony Browne Write a recount as one of the characters Draft, edit and publish a new version of the story Choose an Anthony Browne character and write a new story about them 	<p><u>Oliver Jeffers</u></p> <ul style="list-style-type: none"> Speech in role for Great Paper Caper debate Letter writing Retell crayons story Playscript Diary entry when he discovers he likes to eat books Newspaper report about the boy who likes to eat books <p><u>Instruction texts</u> Weather around the world</p>	<p><u>Leon and the Place Between</u></p> <ul style="list-style-type: none"> Poetry Diary writing New chapters Descriptive writing – creating an atmosphere 	<p><u>Hodgeheg</u></p> <ul style="list-style-type: none"> Wk 1 – Max character description Wk 2 – Write a newspaper article about Max's brave adventures Wk 3 – Write a report about hedgehogs <p>Information books - about the Romans (including dictionary work and glossaries)</p>
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Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Word

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

Understand what they read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieving and recording information from non-fiction
- participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

Transcription

Spelling (See Appendix 1 for teaching points)

Pupils should be taught to:

- spell words that are often misspelt (English Appendix 1)
- use the first two or three 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.

Use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel [for example, *a rock*, *an open box*]

Word families based on common words, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]

Formation of nouns using a range of prefixes [for example *super-*, *anti-*, *auto-*]

Adding suffixes beginning with vowel letters to words of more than one syllable	The /ɪ/ sound spelt y elsewhere than at the end of words	The /ʌ/ sound spelt ou	More prefixes	More prefixes	The suffix -ation	The suffix -ly	Words with endings sounding like or /ʒə/	Endings which sound like ʒ / ən
forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	myth, gym, Egypt, pyramid, mystery	young, touch, double, trouble, country	dis- disappoint, mis- mislead, in- inactive, un- unsure	re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, anti- : antiseptic, anti-clockwise, antisocial submerge super- : supermarket, superman, superstar	information, adoration, sensation, preparation, admiration	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure	division, invasion, confusion, decision, collision, television

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters
- understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing

Composition

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- using paragraphs as a way to group related material
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings to aid presentation]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Publish and present by:

- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 4 Yearly Overview for English

Pacer of Termly Texts Blocks, Links and suggested outcomes

Pacer of Termly Texts Blocks, Links and suggested outcomes						
Autumn			Spring		Summer	
Curriculum topic	The Anglo-Saxons	The Vikings	Coasts	Chocolate	The UK	Ancient Egypt
English Literature Texts	<p><u>Stories from other cultures/ Historical setting</u></p> <p>Tales Told in Tents – Sally Pomme Clayton (3 weeks)</p> <p>Hetty Feather – Jacqueline Wilson (3 weeks)</p>	<p><u>Stories set in imaginary worlds</u></p> <p>How To Train Your Dragon – Cressida Cowell</p> <p>Spiderwick Chronicles – Tony DiTerlizzi</p> <p>Non-Chronological reports – link to topic</p>	<p><u>Narrative</u></p> <p>The Mousehole Cat – Antonia Barber</p> <p>Non-fiction – information books about coasts</p>	<p><u>Narrative and playscripts</u></p> <p>Charlie and the Chocolate Factory – Roald Dahl</p> <p><u>Non chronological report:</u> Fairtrade/chocolate link</p>	<p><u>Narrative</u></p> <p>The Selfish Giant – Alexis Deacon</p> <p>Iron Man – Ted Hughes</p>	<p><u>Narrative and playscripts</u></p> <p>Varjak Paw – SF Said</p> <p>Shakespeare</p>
Author Studies	J K Rowling/ Eoin Colfer	Cressida Cowell	E.B. White	Carol Ann Duffy	Judy Blume	Phillip Ridley
Spoken Outcomes	Class Presentation Storytelling Hotseating Role-play and Drama Retell Debates Performance Poetry	Key sentences Book Talk Building vocabulary	Hot seating Drama and role play Building vocabulary	Building vocabulary Listen and respond Speak audibly/fluenty Intonation in voice	Drama Debate Hotseating	Drama and role play Play scripts

<p>Written Outcomes</p>	<p><u>Tales Told in Tents</u> Wk 1 – Retell the story of The Carpet of Dreams Wk 2 – Retell the story of The Lake of Tears Wk 3 – Write own story about Aldar-Kose and a ‘trick’ he does on someone</p> <p><u>Hetty Feather</u> Wk 1 – Write a description of Hetty Feather choosing language carefully to depict historical setting. Wk 2 – Write in role. Wk 3 – Write own Victorian story.</p>	<p><u>How to Train Your Dragon</u> Information books Descriptive writing Dialogue Settings</p> <p><u>Spiderwick Chronicles</u> Character studies Analysing a chapter – reading – Book talk Descriptive writing Write in role Settings/characters</p>	<p><u>The Mousehole Cat – Antonia Barber</u></p> <p>Story mapping Letter writing Diary writing Descriptive writing (settings and story openers) Making books</p>	<p><u>Charlie and the Chocolate Factory</u></p> <p>Playscripts Dialogue Character profiles Retell story from alternative point of view Alternative ending/change a section Roald Dahl biography (?)</p> <p><u>Report</u> Fair trade Paragraphs</p>	<p><u>The Selfish Giant</u></p> <p>Letter writing Diary writing Descriptive writing (settings)</p> <p><u>The Iron Man</u> Wk 1 – Write about the coming of Iron Man from gull’s point of view Wk 2 – Write a poem about the scrap yard pg 33. Wk 3 – Newspaper report about the response to the Iron Man. Wk 4 – Prequel for the book from the Iron Man’s point of view about where he came from and why he is there.</p>	<p><u>Variak Paw</u> Recount (diary entries) Poem Newspaper report Narrative (written from another point of view) Reading aloud and rereading Drawing and annotating ‘Tell me’ Story mapping Writing in role Independent Writing</p> <p><u>Shakespeare Schools Festival preparation</u></p>
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Spoken Language

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- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Word

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books

understand what they read independently by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieving and recording information from non-fiction
- participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

Transcription

Spelling (See Appendix 1 for teaching points)

Pupils should be taught to:

- spell words that are often misspelt (English Appendix 1)
- use the first two or three 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.

Use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel [for example, *a rock*, *an open box*]

Word families based on common words, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]

Formation of nouns using a range of prefixes [for example *super-*, *anti-*, *auto-*]

Adding suffixes beginning with vowel letters to words of more than one syllable	The /ɪ/ sound spelt y elsewhere than at the end of words	The /ʌ/ sound spelt ou	More prefixes	More prefixes	The suffix -ation	The suffix -ly	Words with endings sounding like or /ʒə/	Endings which sound like ʒ / ə n
forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	myth, gym, Egypt, pyramid, mystery	young, touch, double, trouble, country	dis- disappoint, mis- mislead, in- inactive, un- unsure	re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, anti- : antiseptic, anti-clockwise, antisocial submerge super- : supermarket, superman, superstar	information, adoration, sensation, preparation, admiration	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure	division, invasion, confusion, decision, collision, television

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters
- understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing

Composition

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- using paragraphs as a way to group related material
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings to aid presentation]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Publish and present by:

- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 5 Yearly Overview for English

Pacer of Termly Texts Blocks, Links and suggested outcomes

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Autumn			Spring		Summer	
Curriculum topic	Antarctica		London/ Westminster since 1066 (Angela Burdett-Coutts/ Charles Dickens); Geography fieldwork		Rainforests	Mayan Civilizations
English Literature Texts	<u>Narrative and playscripts</u> Persuasive writing (link to topic) Ice Trap – Meredith Hooper Flotsam – David Weisner Shakespeare Schools Festival	<u>Narrative/ Non-fiction (link to topic)</u> Shackleton's Journey	<u>Narrative</u> Street Child – Berlie Doherty Non-fiction – link to topic research	<u>Narrative</u> The Boy In The Girl's Bathroom – Louis Sachar	<u>Narrative</u> The Firework Maker's Daughter – Philip Pullman I Was A Rat – Phillip Pullman	<u>Narrative/ Poetry</u> The Highwayman – Alfred Noyes The Night Mail – W.H. Auden The Visitors <u>Traditional Tales</u> Snow White in New York – Fiona French The Princess' Blankets – Carol Ann Duffy
Author Studies	Lewis Carroll	Louis Sachar - Holes	Malorie Blackman	Michael Buckley	Philip Pullman	Eoin Colfer
Spoken Outcomes	Book Talk – Listen and Respond Story statements Playscripts – Shakespeare Schools Festival	Role play Debate I think...I believe...	Role play Debate I think...I believe...	Book Talk – Listen and Respond Story statements	Retell a chapter Play scripts aloud Recite poem	Performance Poetry

<p>Written Outcomes</p>	<p><u>Flotsam</u> Book Talk Poetry Diary Dialogue Write the stories</p> <p><u>Ice Trap! Shackleton</u> Reading – Analysis of characters/settings Debates Drawing and annotating Note writing in role as character Reading journals Text marking Story mapping Role play Character description List poetry Letter writing</p>	<p><u>Shackleton’s Journey</u> Note writing in role as character Text marking Story mapping Settings Character description Persuasive letters</p>	<p><u>Street Child</u> Reading – Analysis of characters/settings Recounts (diary entries) Writing in role (choice of form and audience) Persuasive letters Newspaper report writing Character profile Note writing Script marking</p> <p>Non-fiction – link to topic research Biographies</p>	<p><u>The Boy in the Girl’s Bathroom</u> Wk 1 – Write a report of Bradley from Carla’s point of view Wk 2 – Write an email to Bradley advising him about how to keep on working to change his behaviour Wk 3 – 2 diary entries: - Bradley when Jeff first comes to school and meets the counsellor - When Bradley tries to change and improve his behaviour Wk 4 – 2 more diary entries - Bradley finding out Carla is leaving - Bradley after things have got better</p>	<p><u>The Firework Maker’s Daughter</u> Letter writing Write story from alternative point of view Report about fireworks Advert Paragraphs Word order</p> <p><u>I Was a Rat</u> Reading aloud and rereading Story Map Character opinion Newspaper reports</p>	<p><u>Poetry</u> Explore poetic devices Descriptive writing Figurative language Write own narrative poems</p> <p><u>The Highwayman</u> Discussion Research Presentation Collaborative writing Poetry writing – similes, metaphors, figurative language Letter writing Diary writing</p> <p>Wk 1 – Write a report about Highwaymen. Descriptions of characters. Wk 2 – Write a descriptive verse for Bess & the Highwayman meeting as ghosts Write in role as characters. Wk 3 – Extended verse imagining they are an onlooker hidden in the ‘gusty trees’. Describe the scene. Highwayman job description.</p> <p><u>Traditional Tales</u> Reading – Analysis of characters/settings Description of character/setting Description and Dialogue Predictions Paragraphing Retell/Alternative Turning points</p>
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Spoken Language

- listen and respond appropriately to adults and their peers
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- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Comprehension : Pupils should be taught to maintain positive attitudes to reading & understanding of what they read by:

- continuing to read & discuss an increasingly wide range of fiction, poetry, plays, non-fiction & reference books or textbooks
- reading books that are structured in different ways & reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, & books from other cultures & traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying & discussing themes & conventions in & across a wide range of writing
- making comparisons within & across books
- learning a wider range of poetry by heart
- preparing poems & plays to read aloud & to perform, showing understanding through intonation, tone & volume so that the meaning is clear to an audience

understand what they read by:

- checking that the book makes sense to them, discussing their understanding & exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence
- predicting what might happen from details stated & implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure & presentation contribute to meaning
- discuss & evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact & opinion
- retrieve, record & present information from non-fiction
- participate in discussions about books that are read to them & those they can read for themselves, building on their own & others' ideas & challenging views courteously
- explain & discuss their understanding of what they have read, including through formal presentations & debates, maintaining a focus on the topic & using notes where necessary
- provide reasoned justifications for their views.

Writing

Transcription: Spelling (see English Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and Presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Composition: Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.