

English Long Term Overview Year 5

Genres to cover: Narrative, Recount, Instructions, Non-Chronological Reports, Explanation, Persuasion

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead Text/Author	Atomic – Guy Bass	The Wolves in the Wall – Neil Gaiman The Lost Thing – Shaun Tan	The Day the Crayons Quit – Oliver Jeffers The Lighthouse (The Literacy Shed)	The Highway Man – Alfred Noyes	Tuesday – David Weisner Jumanji – Chris Van Allsburg	The True Story of the 3 Little Pigs – Jon Scieszka Until I Met Dudley – Roger McGough
Reading for pleasure class story	----	Who Let the Gods Out – Maz Evans	The Boy At the Back of the Class – Onjali Rauf	Sky Song – Abi Elphinstone	The Unforgotten Coat – Frank Cottrell-Boyce	Holes – Louis Sachar
Spelling Focus (No Nonsense Spelling)	<ul style="list-style-type: none"> * Words with the letter strong 'ough' * Words with 'silent' letters * Words ending in '-able' and '-ible' * Homophones * Words from statutory word list 	<ul style="list-style-type: none"> * Plurals (adding '-s', '-es' and '-ies') * Apostrophes for contraction and possession * Use of the hyphen * Words from statutory word list * Using a dictionary to support learning word roots, derivations and spelling patterns 	<ul style="list-style-type: none"> * Apostrophes for possession * Words from statutory word list * Rare GPCs (bruise, guarantee, immediately, vehicle, yacht) * Words ending in '-ably' and '-ibly' * Homophones 	<ul style="list-style-type: none"> * Words from statutory word list * Building words from root words * Homophones * Words with the /i:/ sound spelt 'ei' * 'ei' and 'ie' words 	<ul style="list-style-type: none"> * Words from statutory word list * Using etymological/morphological strategies for spelling * Homophones 	<ul style="list-style-type: none"> * Use of dictionary to check words referring to first three or four letters * Problem suffixes * Homophones

Writing Objectives

		Writing Objectives	
Vocabulary	Nouns and Adjectives	1	Select a wider range of appropriate determiners (e.g. – articles, possessives, quantifiers, demonstratives) choosing synonyms for clarity, emphasis and to avoid repetition, e.g. – every child, each child, all children.
		2	Use a wider range of appropriate synonyms for nouns (using a dictionary/thesaurus) to aid cohesion, clarity and to avoid repetition, e.g. – dog, hound, Labrador, gundog.
		3	Write expanded noun phrases for description by selecting from a wider range of adjectives (through the use of a dictionary/thesaurus) to aid cohesion, clarity and to avoid repetition, e.g. – the frightening guard dog, the glittering sports car.
		4	Write expanded noun phrases for description by using a range of preposition phrases to aid clarity, e.g. – the black dog with white spots, the black dog in a red collar.
		5	Write expanded noun phrases for specification using a wider range of more precise prepositions to aid clarity, e.g. – in front of, at the back of, at the side of, next to – The scary guard dog in front of the kennel.

Sentence	Verbs and Adverbs	6	Modify or intensify adjectives using a greater range of adverbs, e.g. – incredibly, always, sometimes, the incredibly scary dog. The dog is always scary.
		7	Select comparatives and superlatives to aid cohesion/clarity, avoid repetition, e.g. – nastier, angriest – the angriest man in town.
		8	Use a wider range of appropriate synonyms for verbs (using a dictionary/thesaurus) to aid cohesion, clarity and to avoid repetition, e.g. – strolled, sauntered, ambled.
		9	Use a variety of tenses correctly in a range of text types: simple past, past progressive, simple present, present progressive, future, imperative, present perfect, past perfect, present perfect progressive, e.g. – He has been working for a while.
		10	Select appropriate modal verbs to indicate degrees of possibility, e.g. – might, could, must, will and strong suggestion, e.g. – should, shouldn't , choosing when to contract or not, depending on formality of language, e.g. – The council will not empty the bin. I won't do that.
		11	Use Standard English for verbs, including subject-verb agreement, e.g. – they were studying not they was studying and modals in past tense, e.g. – she should have won or she should've won not she should of won.
		12	Use adverbial phrases for manner (how) by modifying the adverb with another adverb, e.g. – very quickly, extremely fast.
	13	Use a wider range of appropriate adverbial phrases for place (using dictionary/thesaurus) to aid cohesion, clarity and to avoid repetition, e.g. – under the sea, below the waves, beneath the surface of the ocean.	
	Cohesive Devices	14	Use appropriate pronouns within and across sentences to aid cohesion and avoid repetition of noun, e.g. – The witch looked at the boy. She gave him an apple. He ate it.
		15	Use possessive pronouns to aid cohesion and avoid repetition, e.g. – The dog was hers. That bag was mine. The house is yours.
		16	Use a greater range of adverbs and adverbials for time, number and addition to aid cohesion, clarity and avoid repetition, e.g. – All of a sudden, After a large lunch, Additionally, In addition.
		17	Use a greater range of adverbs or adverbials for cause to aid cohesion, clarity and avoid repetition, e.g. – consequently, as a result.
		18	Use a greater range of adverbs or adverbials for emphasis, to aid cohesion, clarity and avoid repetition, e.g. – actually, in fact
		19	Use a greater range of adverbs or adverbials for opposition, to aid cohesion, clarity and avoid repetition, e.g. – nevertheless, on the other hand
		20	Use adverbs of time to indicate degrees of possibility, e.g. – maybe, perhaps, surely.
		21	Vary the position of adverbs and adverbial phrases in the sentence for emphasis and effect, e.g. – at the end of the garden, there was a large statue. Consequently, the plan failed. He quickly ran to the shop. It is very good value, in actual fact.
	Sentence Structure	1	Use a range of sentence structures include simple sentences for effect and multi-clause sentences using co-ordinating conjunctions, e.g. – and, so, but, or
		2	Use subordination for time using a greater range of conjunctions to avoid repetition, e.g. – as, since, as soon as – I watched TV as I ate my supper. I have played golf since I was six.
		3	Use subordination for cause using a greater range of conjunctions to avoid repetition, e.g. – because/as
		4	Use subordination for condition, e.g. – even if, in case – I will go out even if it rains. Take your umbrella in case it rains.
		5	Use subordination for comparison or concession, e.g. – although, even though – He is tall although his parents are short. I am going out even though it is raining.
6		Use subordination – varying order of clauses to emphasise meaning by moving subordinate clauses to be the beginning of sentences, e.g. – Although he wasn't tired, he went to bed. Unless it stops raining, we are staying inside.	
7		Use subordination – using <i>'that'</i> following verbs for thinking, feeling and speaking, e.g. – He believed that the world was flat. He worried that she would not come. He said that the game was over.	
8		Use subordination (relative clause) – using <i>'who', 'that' or 'which'</i> in relative clauses embedded within the main clause, e.g. – The house, which was dark and spooky, stood at the bottom of the lane.	
9		Use subordination (relative clause) – using <i>'where' or 'when'</i> as relative pronouns to give more information about the noun, e.g. – This is the house where I grew up. That was the day when he broke his leg.	

Composition	Punctuation	10	Use subordination (relative clause) – using ‘whose’ as a relative pronoun to show possession, e.g. – She knew the family whose house we bought.
		11	Use subordination (relative clause) – omitting the relative pronoun in an embedded relative clause, e.g. – The man, covered in mud, staggered into the room.
		12	Use subordination – writing sentences with two subordinate clauses and a main clause, e.g. – When I got up, I made my breakfast because my Mum was asleep. I was happy when he arrived although he was very late.
		13	Use the full range of punctuation taught at KS1 correctly – capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes.
		14	Use commas to separate embedded relative clauses using ‘who’, ‘that’, ‘which’, e.g. – The house, which was dark and spooky, stood at the bottom of the lane.
		15	Indicate parenthesis of phrases or words with brackets, dashes or commas, e.g. – Mr Smith (our grumpy next door neighbour) hates children. Our neighbour – Joe – mows his lawn every Sunday. My neighbour, Mr Smith, hates children.
		16	Use commas to clarify meaning and avoid ambiguity, e.g. – Stop hitting, Joe instead of Stop hitting Joe.
		17	Use apostrophes to show contraction in verb forms including positive, negative and modals to ensure Standard English, e.g. – he should’ve not should’of.
		18	Use apostrophes to show possession for both singular and plural nouns (including collective nouns).
		19	Use inverted commas and other forms of punctuation in dialogue where the reporting clause is in the middle of sentences spoken by the same speaker, e.g. – “Look at me!” said Jenny, “I am on the roof!”
	20	Use a colon after an independent introductory main clause to introduce a list of nouns separated by commas, e.g. – The milkshake includes a number of ingredients: bananas, honey, milk and ice-cream.	
	Writing Process	1	Read and discuss similar writing to understand and learn from its structure, vocabulary, grammar, form, audience and purpose.
		2	Discuss and identify the purpose and audience for own writing in a given form.
		3	Plan own writing for the identified audience and purpose (using discussion and similar writing/planning as models) by organising initial ideas on a planning format.
		4	Develop initial ideas on own plan through discussion with teacher/peers and reading similar writing.
		5	Follow own plan to organise, draft and write each paragraph, composing sentences, selecting appropriate grammar and vocabulary and making improvements before writing.
		6	Evaluate the structure, grammar, vocabulary and punctuation of own and others’ writing for sense and effectiveness.
		7	Evaluate the structure, grammar, vocabulary & punctuation for appropriate level of formality (register) for the audience, purpose & style of writing.
		8	Edit by suggesting improvements and making changes to grammar, vocabulary and punctuation to clarify meaning.
		9	Edit to ensure consistent and correct use of tenses and correct subject and verb agreement for Standard English.
10		Edit to ensure appropriate level of formality (register) by making changes to structure, grammar, vocabulary and punctuation.	
11		Proof read for spelling and punctuation errors.	
12		Read aloud own writing using appropriate intonation and controlling volume and tone so that the meaning is clear.	
13		Perform own compositions to group/class, using appropriate intonation, volume and movement so that the meaning is clear.	
14		When discussing writing, recognise and use terminology from previous years and Y5: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	
Narrative	15	Write narratives (not always chronological, e.g. – flashback) in a wide range of genres, e.g. – mystery, dilemma.	
	16	Write narratives with effective plots and varying structures which suit the genre, e.g. – legend – problem, resolution, problem, resolution.	
	17	Organise and develop whole narratives with well-balanced paragraphs to engage the reader.	
	18	Use a greater range of cohesive devices to make links across the narrative, e.g. – pronouns, adverbs, adverbial phrases, tense choices.	

		19	Use a range of devices to open narratives (e.g. – dramatic event, dialogue) and to engage the reader.
		20	Write endings that clearly link back to the beginning and draw the narrative to a satisfactory conclusion.
		21	Start and end paragraphs effectively to signal changes (in time, setting, speaker) and support the overall direction of the text.
		22	Include descriptions of settings, atmosphere, action, characters, characters’ feelings and author’s viewpoints to advance the narrative.
		23	Include dialogue to convey character and/or advance the action.
	Non-Fiction	24	Write a range of chronological texts in a variety of different forms, e.g. – recounts – newspaper report, biography, auto-biography; instructions.
		25	Write a range of non-chronological texts in a variety of different forms, e.g. – reports; explanations – scientific phenomena; persuasive texts – letter; discussions (balanced arguments)
		26	Write simple hybrid texts with more than one purpose by incorporating a section or paragraph, e.g. – non-chronological report with a persuasive paragraph.
		27	Use appropriate organisation and features of the text type to balance the content; suit the purpose and form of the text type and engage the reader, e.g. – discussions – evenly balanced paragraphs; instructions – headings, bullet points, underlining.
		28	Use a greater range of cohesive devices to make links across the text, e.g. – pronouns, adverbs, adverbial phrases, tense choices.
		29	Write introductions to orientate, introduce and engage the reader including personal viewpoint where appropriate.
	30	Write conclusions to sum up, evaluate or advise, including a clear link back to the introduction and personal viewpoint where appropriate.	
	31	Use relevant and appropriate description of subject matter to inform and engage the identified audience including personal viewpoint when relevant.	
Spelling	1	Apply taught spelling rules – further prefixes and suffixes from Appendix 1	
	2	Spell a wider range of words correctly that are often misspelt (including words from the Y3/4 word list, taught words from the Y5/6 word list), further homophones and words with silent letters (Appendix 1)	
	3	Use a dictionary to check spellings and meanings.	
Handwriting	1	Follow school handwriting scheme to improve legibility and fluency of joined handwriting.	
	2	Increase speed while still retaining legibility.	