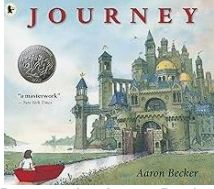
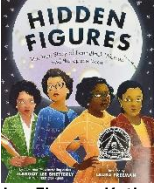
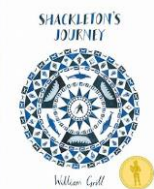
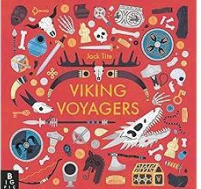
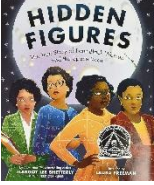
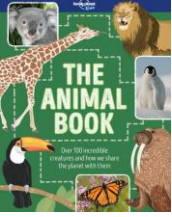
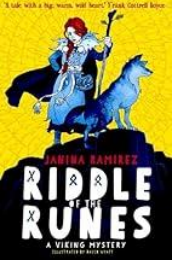


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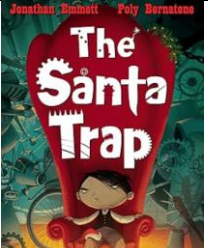
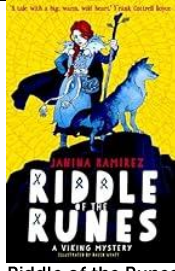
Term / Topic	Transition Unit (1 week 3 days) Our Journey...	Autumn 1 (6 weeks) Rivers and Rainforests	Autumn 2 (7 weeks) Journey into Space	Spring1 (5 weeks) Ice Trap	Spring 2 (5 weeks 4 days) Through the Eyes of a Child	Summer 1 (6 weeks) Circle of Life	Summer 2 (7 weeks 3 days) Invaders and Raiders
Handwriting		Increasing fluency in joined handwriting. Focus on high expectations around presentation.		Secure legible, joined handwriting. Intervention and support where needed.		Secure legible, joined handwriting. Intervention and support where needed.	
		Secure legible, joined handwriting. Apply Year 3/4 statutory spellings and taught rules and patterns.		Secure legible, joined handwriting. Application of spelling rules and patterns taught so far.		Secure legible, joined handwriting. Apply Year 3/4 and Year 5 statutory spellings and taught rules and patterns at the point of writing.	
Common exception words/ Spelling list - (daily dictation focus)		Double consonants – accommodate, accompany, according, aggressive, apparent	/ough/ letter strings – thorough, though	-able words – available, breakable, dependable, enjoyable, reliable	Unstressed vowels – parliament, privilege, secretary, temperature, vegetable	Unstressed vowels – accommodate, average, category, cemetery, definite, dictionary, embarrass, environment	'i before e' only – soldier, sufficient (exception), variety, ancient (exception), foreign (exception)
Hook (text, video, artefacts)	 Journey by Aaron Becker	 The Explorer by Katherine Rundell	 Hidden Figures Katherine Johnston	 Shackleton's Journey by William Grill	 While the Storm Rages by Phil Earle	 The Lion Above the Door by Onjali Q. Rauf	 Viking Voyagers by Jack Tite
Writing Genre 1	Narrative with dialogue	Survival Guide Leaflet	Narrative (with dialogue)	Non-chronological report	Persuasive speech	Narrative with dialogue	Viking workshop Explanation text
Purpose and Audience	To entertain The plot of the story Door	To inform Know how to survive in the rainforest	To entertain Describe a key moment in the life of women in NASA	To engage Understand the equipment needed for an expedition	To persuade How and why animals should be saved in WW2	To entertain Know what life is like from a turtle's perspective	To explain and inform Know about Viking culture
Continuous	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. Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. Evaluate and edit by 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.						
Sentence skills Retrieval Taught Recap	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Fronted adverbials [for example, Later that day, I heard the bad news.] Expressing time, place and cause using conjunctions, adverbs or prepositions.	Extending the range of sentences with more than one clause by using a wider range of conjunctions. Indicating degrees of possibility using adverbs [for example, perhaps, surely]. Relative clauses beginning with which. Use expanded noun phrases to convey complicated information concisely.	See previously taught content.	Indicating degrees of possibility using adverbs [for example, perhaps, surely]. Relative clauses beginning with who, which, where. Use expanded noun phrases to convey complicated information concisely.	See previously taught content.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Indicating degrees of possibility using adverbs [for example, perhaps, surely]. Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Use expanded noun phrases to convey complicated information concisely.
Punctuation	Use of inverted commas and other punctuation to indicate direct speech Use of commas after fronted adverbials	Brackets or commas to Indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Use of inverted commas and other punctuation to indicate direct speech	Brackets, dashes or commas to Indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Brackets, dashes or commas to Indicate parenthesis.	Use of inverted commas and other punctuation to indicate direct speech	Brackets, dashes or commas to Indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.
Dialogue skills	Use of the appropriate register, including colloquial language within dialogue.	Use a wide range of clause Structures. Viewpoint is consistently maintained, eg., word choice indicates a child's viewpoint.	Use a wide range of clause structures, sometimes varying their position within the sentence. Use of the appropriate register, including colloquial language within dialogue.	Use a wide range of clause structures, sometimes varying their position within the sentence.	Use a wide range of clause structures, sometimes varying their position within the sentence.	Use a wide range of clause structures, sometimes varying their position within the sentence. Use of the appropriate register, including colloquial language within dialogue.	Use a wide range of clause structures, sometimes varying their position within the sentence.
Word level skills	Convert nouns or adjectives into verbs.	Use expanded noun phrases to convey complicated information concisely. Propose changes to vocabulary, grammar and punctuation to clarify meaning.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Use expanded noun phrases to convey complicated information concisely.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Use expanded noun phrases to convey complicated information concisely. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Cohesion Paragraph skills	Use of paragraphs to organise ideas around a theme.	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly].	Devices to build cohesion within a paragraph [for example, then after that this firstly]. Linking ideas across paragraphs using adverbials of place [for example, nearby] or tense		Devices to build cohesion within a paragraph [for example, then after that this firstly]. Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense	Devices to build cohesion within a paragraph [for example, then after that this firstly].	Devices to build cohesion within a paragraph [for example, then after that this firstly]. Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly].

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			choices [for example, he had seen her before].		choices [for example, he had seen her before].		
Final outcome	To write the narrative for the characters journey	To write a leaflet about surviving in the rainforest.	To write part of the narrative on women in NASA	To write a non-chronological report explaining the essentials for Shackleton's survival.	To persuade the government to save animals in WW2	To write a 1 st person narrative about life as a turtle	To write an instructional piece explaining how to raid and pillage like a Viking
Other writing opportunities							

Hook (text, video, artefacts)		 The Explorer by Katherine Rundell	 Hidden Figures Katherine Johnson	 Melt by Ele Fountaine	 While the Storm Rages by Phil Earle	 The Animal Book by Ruth Martin	 Riddle of the Runes by Janina Ramirez and David Wyatt
Writing Genre 2		Setting description	Biography	Setting description with atmosphere	Diary	Non-chronological report	Narrative with dialogue
Purpose and Audience		To entertain Describe the setting of a rainforest river	To inform About the life of a hidden figure of the past.	To engage Recalling key aspects of Shackleton's journey	To engage Record of events and emotions as Noah	To engage Know and understand facts about an endangered animal	To entertain To remember events in the style of a character
Continuous		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. Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. Evaluate and edit by 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.					
Sentence skills		Use expanded noun phrases to convey information concisely.	Relative clauses beginning with who, where, that. Use expanded noun phrases to convey complicated information concisely.	Use expanded noun phrases to convey information concisely.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Indicating degrees of possibility using adverbs [for example, perhaps, surely]. Use expanded noun phrases to convey complicated information concisely.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
Punctuation		Commas to indicate parenthesis.	Commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Commas to indicate parenthesis.	Brackets, dashes or commas to indicate parenthesis.	Commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Use of inverted commas and other punctuation to indicate direct speech.
Dialogue skills		Use a wide range of clause structures, sometimes varying their position within the sentence.	Use a wide range of clause structures, sometimes varying their position within the sentence.		Use a wide range of clause structures, sometimes varying their position within the sentence.		Use a wide range of clause structures, sometimes varying their position within the sentence. Use of the appropriate register, including colloquial language within dialogue.
Word level skills		Use expanded noun phrases to convey information concisely. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Use expanded noun phrases to convey complicated information concisely. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Use expanded noun phrases to convey complicated information concisely. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Cohesion			Devices to build cohesion within a paragraph [for example, then after that this firstly].		Devices to build cohesion within a paragraph [for example, then after that this firstly].		Devices to build cohesion within a paragraph [for example, then after that this firstly].
Paragraph skills							
Final outcome		Setting description of the jungle from the Explorer.	To write a biography about Katherine Johnson	To write a description of what Bea sees on her travels.	To write part of the diary of Noah	To write a non chronological report about an animal	To write a 1 st person narrative in the style of the character.
Other writing opportunities							

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Hook (text, video, artefacts)			 The Santa Trap by Jonathon Emmett	 Melt by Ele Fountain	 While the Storm Rages by Phil Earle		 Riddle of the Runes by Janina Ramirez and David Wyatt
Writing Genre 3			Character description of Bradley Bartleby from the viewpoint of Santa Claus	Informal Letter (message in a bottle)	Instructions explaining how to bake rationed scones.		Setting or character description (dependent on earlier outcomes)
Purpose and Audience			To entertain Describe the 'bad' character from the eyes of Santa Claus	To inform Telling someone unknown about what has happened to them – asking for help	To explain Telling someone how to use rations to bake scones (DT link)		To entertain Describe the location or main character from the Riddle of Runes text.
Continuous							
Sentence skills			Relative clauses beginning with who, where, that.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Use expanded noun phrases to convey information concisely.	Use expanded noun phrases to convey complicated information concisely.		Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
Punctuation			Commas to indicate parenthesis.	Use of commas to clarify meaning or avoid ambiguity.	Use of commas to clarify meaning or avoid ambiguity.		Brackets, dashes or commas to indicate parenthesis.
Dialogue skills			Use a wide range of clause structures, sometimes varying their position within the sentence.	Use a wide range of clause structures, sometimes varying their position within the sentence.	Use a wide range of clause structures, sometimes varying their position within the sentence.		Use a wide range of clause structures, sometimes varying their position within the sentence.
Word level skills			Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.		Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Cohesion				Devices to build cohesion within a paragraph [for example, then after that this firstly].	Devices to build cohesion within a paragraph [for example, then after that this firstly].		
Paragraph skills							
Final outcome			To write a character description as Santa Claus monitoring his lists.	To write an informal letter message in a bottle as a Bea (character from Melt).	To write instructionally explaining how to bake scones using rationed ingredients.		To write a character or setting description linking to Riddle Runes.
Site of application							
Other writing opportunities							