

Collingwood Primary School English Curriculum Overview: Year 5

Year 5	Autumn Term 1: Do magic and myths shape morals?			
Context: entitlement & enrichment	In Year 4, children will have been introduced to significant authors and story plots where evil must be conquered in <i>The Lion, Witch and the Wardrobe</i> by C.S Lewis. Our class text, <i>The Witches</i> by Roald Dahl, will build on this type of narrative. We will also build on prior learning by linking our knowledge of instructions as well as stories of myths and legends during our Topic sessions.		In Year 4, chn will have been introduced to classic fiction which will be built upon here with work carried out on <i>The Tales of Beedle the Bard</i> and <i>Macbeth</i> . We will further explore plots with character flaws whilst using previously taught skills regarding innovation and the invention of our own ideas to help support our understanding of the genre and the thought process behind it.	
Genre	Instructions Assessment	Narrative: Suspense story	Narrative: alternative tale Assessment	Playscripts
Linked texts	The Witches	The Mystery of Harris Burdick	The Tales of Beedle the Bard	Macbeth (Tony Ross Version)
Key objectives: writing	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure the text (headings, bullet points) Include technical vocabulary for precision Consolidate work from previous learning Can write accurate instructions Can write imaginative instructions using flair and humour. Wide range of subordinate conjunctions e.g. <i>whilst, until, despite</i> 	<ul style="list-style-type: none"> Select the appropriate form to use and use similar writing as models for their own Noting and developing different ideas Introduce the main character with descriptive detail, beginning to use 'show don't tell' techniques Set the scene (who, what, when, where, why), showing the setting through the eyes of the character Create settings with a clear mood & atmosphere The story flows well to create mood suspense. 	<ul style="list-style-type: none"> Select the appropriate form to use and use similar writing as models for their own Noting and developing different ideas Select appropriate grammar and vocabulary Describe settings, characters and atmosphere and integrate dialogue to advance the action Use drama to explore a character's thoughts, feelings and motivations Plots are coherent with a logical resolution Use inverted commas appropriately Apply a good control over dialogue, description and action, balancing the need for each Events are described with increasing detail. 	<ul style="list-style-type: none"> Select the appropriate form to use and use similar writing as models for their own Describe settings, characters and atmosphere and integrate dialogue to advance the action Select descriptions that move the plot forward Assessing the effectiveness of their own writing Text is written in sequence Show a character's personality by what they say and do. Use drama to explore a character's thoughts, feelings and motivations
Key	<ul style="list-style-type: none"> Using the perfect form of verbs to mark 	<ul style="list-style-type: none"> Use commas to clarify meaning 	<ul style="list-style-type: none"> Use the language of speech appropriately 	<ul style="list-style-type: none"> Using semi-colons,

objectives: grammar	<ul style="list-style-type: none"> relationships of time and cause Use commas to clarify meaning & avoid ambiguity Use expanded noun phrases Use modal verbs to indicate degrees of possibility Use fronted adverbials Use adverbials of time, place and number Select appropriate grammar and vocabulary to enhance meaning 	<ul style="list-style-type: none"> Use fronted adverbials with commas Use prepositional phrases in relation to place Use ellipses <ul style="list-style-type: none"> Use pronouns to avoid repetition 	<ul style="list-style-type: none"> Use prepositional phrases in relation to place Link ideas across different paragraphs using wider cohesive devices: adverbials/repeated words & phrases Use apostrophes correctly 	<ul style="list-style-type: none"> colons or dashes to mark boundaries between independent clauses Using conjunctions, adverbs and prepositions to express time and cause Use pronouns to avoid repetition
Key objectives: handwriting	<ul style="list-style-type: none"> Write legibly and fluently and with increasing speed Choose which shape of letter to choose and decide to join or not join specific letters Choose the right writing implement for the task 			
Key objectives: reading	<ul style="list-style-type: none"> Continue to read a wide range of non fiction Explore the meaning of words in context Identify how language, structure & presentation contribute to meaning Distinguish between statements of fact and opinion Summarising the main ideas drawn from more than one paragraph 	<ul style="list-style-type: none"> Continue to read a wide range of literature Explore the meaning of words in context Draw inferences Predict what might happen Provide reasoned justification for their views Reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> Continue to read a wide range of literature Ask questions to improve their understanding Draw inferences Summarise the main ideas Predict what might happen Provide reasoned justification for their views Explore the meaning of words in context 	<ul style="list-style-type: none"> Continue to read a wide range of literature Ask questions to improve their understanding Draw inferences Summarise the main ideas <ul style="list-style-type: none"> Predict what might happen Provide reasoned justification for their views Explore the meaning of words in context
Key objectives: S & L	<ul style="list-style-type: none"> Give well-structured explanations for different purposes Ask relevant questions to extend their understanding Participate in discussions about books that are read to them. Explain and discuss their understanding of what they have read 	<ul style="list-style-type: none"> Ask relevant questions to extend their understanding Give well-structured explanations for different purposes Participate in discussions about books that are read to them. Explain and discuss their understanding of what they have read 	<ul style="list-style-type: none"> Ask relevant questions to extend their understanding Give well-structured explanations for different purposes Participate in discussions about books that are read to them. Explain and discuss their understanding of what they have read 	<ul style="list-style-type: none"> Participate in role plays & performances Ask relevant questions to extend their understanding Participate in discussions about books that are read to them. Explain and discuss their understanding of what they have read Prepare a play script to read

				aloud and to perform, showing understanding of intonation, tone and volume <ul style="list-style-type: none"> • Speak audibly and fluently
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Year 5	Spring Term: What's out there?			
Context: entitlement & enrichment	In Year 4, children will have been introduced to persuasive writing via How to Train Your Dragon and Boudicca, which will be built upon and developed further throughout our work on Cosmic by Frank Cottrell-Boyce. As part of this topic we will read a range of adventure stories to support our understanding of the genre.		In Year 4, children will have been introduced to a range of descriptive writing, adventure plots and letter writing whilst at times having a particular focus on the rainforest and Arctic regions. These genres will be explored further through our work on the intrepid explorer - Ernest Shackleton. As part of our 'Extreme Explorers' topic we will read a range of texts with different outcomes working on our inference skills throughout.	
Genre	Adventure Story Assessment	Persuasive Writing	Biography	Letters Assessment
Linked texts	Cosmic		Shackleton's journey	
Key objectives: writing	<ul style="list-style-type: none"> • Use vocabulary that captures interest and imagination • Show the scene through the character's eyes • Describe settings, characters and atmosphere and integrate dialogue to advance the action • Reflect a character's feelings in the setting <ul style="list-style-type: none"> • Use the correct tense • Edit and improve my work and assess the effectiveness of my writing. 	<ul style="list-style-type: none"> • Use the correct tense • Use vocabulary that captures interest and imagination. • Edit and improve my work and assess the effectiveness of my writing. • Give a well structured explanation • Select appropriate grammar and vocabulary to enhance 	<ul style="list-style-type: none"> • 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 • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational 	<ul style="list-style-type: none"> • Select appropriate grammar and vocabulary to enhance meaning • Use a wider range of devices to build cohesion (conjunctions and prepositional phrases) • Precise longer passages • Support views with reasons and/or evidence • Vary sentence structure, length and type (short sentences for effect, complex sentences, active & passive, conditional & hypothetical). • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models

	<ul style="list-style-type: none"> Write in role using feelings, emotions and motives known 	<p>meaning</p> <ul style="list-style-type: none"> Vary sentence structure, length and type (short sentences for effect, complex sentences, active & passive, conditional & hypothetical). <ul style="list-style-type: none"> Use similes, metaphors and alliteration Use a wider range of devices to build cohesion (conjunctions and prepositional phrases) Use persuasive techniques (pandering, condescension, sarcasm) Identify the audience and purpose for the writing 	<p>and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <ul style="list-style-type: none"> Ensuring the consistent and correct use of tense throughout a piece of writing 	<p>for their own</p> <ul style="list-style-type: none"> Ensuring the consistent and correct use of tense throughout a piece of writing
<p>Key objectives: grammar</p>	<ul style="list-style-type: none"> Use expanded noun phrases Use the correct tense Use prepositional phrases in relation to place Use adverbials of time, place to link ideas across paragraphs Use dialogue and punctuate correctly 	<ul style="list-style-type: none"> Use expanded noun phrases. Use modal verbs to indicate degrees of possibility Use commas to clarify meaning and avoid ambiguity Use of rhetorical questions Use a wide range of conjunctions.. Use fronted adverbials with commas. Use adverbials of time, place and number. 	<ul style="list-style-type: none"> Using brackets, dashes or commas to indicate parenthesis Use apostrophes correctly Using commas after fronted adverbials understanding that writing can be third or first person using pronouns to avoid repetition or ambiguity and to add clarity and cohesion 	<ul style="list-style-type: none"> Use modal verbs to indicate degrees of possibility using commas to clarify meaning or avoid ambiguity in writing Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose' Use adverbials of time, place and number to link ideas across paragraphs Using commas after fronted adverbials understanding that writing can be third or first person using pronouns to avoid repetition or ambiguity and to add clarity and cohesion
<p>Key</p>	<ul style="list-style-type: none"> Write legibly and fluently and with increasing speed Choose which shape of letter to choose and decide to join or not join specific letters 			

objectives: handwriting	<ul style="list-style-type: none"> Choose the right writing implement for the task 			
Key objectives: reading	<ul style="list-style-type: none"> Consider how the author has developed the character Provide reasoned justification for my views. Predict what might happen from details stated and implied. Consider and evaluate different viewpoints Discuss words and phrases that capture the reader's imagination and interest 	<ul style="list-style-type: none"> Provide reasoned justification for my views Identify main ideas drawn from more than one paragraph Discuss how language, structure and presentation contribute to meaning Discuss words and phrases that capture the reader's imagination and interest 	<ul style="list-style-type: none"> Reading books that are structured in different ways and reading for a range of purposes Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Retrieve, record and present information from non-fiction Distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Distinguish between statements of fact and opinion
Key objectives: S & L	<ul style="list-style-type: none"> Gain, maintain and monitor the interest of the reader Participate in discussions 	<ul style="list-style-type: none"> Gain, maintain and monitor the interest of the reader Participate in discussions 	<ul style="list-style-type: none"> Participate in discussions 	<ul style="list-style-type: none"> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Participate in discussions

Year 5	Summer Term: Why did they choose to settle here?			
Context: entitlement & enrichment	During previous years, children will have looked at a range of genres such as 'Journey Tales', tales of fear and 'Fantasy' story writing. In Year 5, they will be exposed to a new genre of fiction writing - a Losing Tale. Here, they will build on the skills learnt via those previous genres in terms of what makes up an interesting and gripping tale in order to innovate and invent their own. They will role play and dramatise in order to fully immerse themselves in the genre, which will help them show what their characters are feeling.		In previous years, the children will have been introduced to various forms of poetry where they look to create imagery for the reader. This will be looked at and developed using Kensuke's Kingdom as well as our Summer Topic. They will have looked at writing newspaper reports and in Year 5 we will also improve their understanding further by addressing objectives from the Year 5 curriculum. As part of our Topic sessions we will build on discussions from How to Train Your Dragon in Year 4 about vikings and explore the reasoning behind coastal invasions and settlements.	
Genre	Losing Tale Assessment	Newspaper Reports Assessment	Poetry	
Linked texts	The Giant's Necklace		Kensuke's Kingdom	
Key objectives: writing	<ul style="list-style-type: none"> • Select the appropriate form to use and use similar writing as models for their own • Noting and developing different ideas with increasing independence • Select appropriate grammar and vocabulary with some support • Describe settings, characters and atmosphere and integrate dialogue to advance the action • Using a wide range of devices to build cohesion within and across paragraphs • Use a wider range of conjunctions • Using fronted adverbials • Ensure the consistent and correct use of tense • Reflect a character's feelings in the setting • Show the scene through the character's eyes 		<ul style="list-style-type: none"> • Identify the audience and purpose for the writing, selecting the appropriate form • Propose changes to vocabulary, grammar and punctuation • Explore the effects of switching between past and present tense. • Create and use banks of specific & technical vocabulary to make meaning precise and accurate. • Use direct and reported speech appropriately, switching confidently between the two • Active and passive voice used deliberately to heighten engagement. • Vary sentence structure, length and type (varied sentence openers, complex sentences, conditional & hypothetical sentences) • Use a wider range of conjunctions 	<ul style="list-style-type: none"> • Checking the text makes sense to them and exploring the meaning of words in context • Asking questions to improve their understanding • Describe settings, characters and atmosphere • Use the rule of three for description • Reflect a character's feelings in the setting • Use a wider range of devices to build cohesion (conjunctions /adverbials) • Use tense consistently and correctly <ul style="list-style-type: none"> • Use similes and metaphors
	<ul style="list-style-type: none"> • Homophones and other words that are often confused • Words containing the letter-string ough • Use of a hyphen 			
Key	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although 	<ul style="list-style-type: none"> • Use relative clauses beginning with 'who', 'which', 	<ul style="list-style-type: none"> • 	

objectives: grammar	<ul style="list-style-type: none"> Using pronouns to avoid repetition or ambiguity and to add clarity and cohesion Use a comma after fronted adverbials Use dialogue and punctuate correctly Use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> 'where', 'why' or 'whose' Use adverbials of time, place and number to link ideas across paragraphs Understanding that writing can be third or first person Use apostrophes correctly Using commas after fronted adverbials Using brackets, dashes or commas to indicate parenthesis Wide range of subordinate conjunctions e.g. <i>whilst, until, despite.</i> 	<ul style="list-style-type: none">
Key objectives: handwriting	<ul style="list-style-type: none"> Write legibly and fluently and with increasing speed Choose which shape of letter to choose and decide to join or not join specific letters Choose the right writing implement for the task 		
Key objectives: reading	<ul style="list-style-type: none"> 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 Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Asking questions to improve their understanding 	<ul style="list-style-type: none"> Checking the text makes sense to them and exploring the meaning of words in context Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> 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 Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Asking questions to improve their understanding
Key objectives: S & L	<ul style="list-style-type: none"> Use relevant strategies to build their vocabulary Gain, maintain and monitor the interest of the reader Participate in discussions Give well structured explanations for events that occurred, and for expressing feelings Ask relevant questions to extend their understanding and knowledge 	<ul style="list-style-type: none"> Gain, maintain and monitor the interest of the reader Participate in discussions Give well structured explanations for events that occurred, and for expressing feelings 	<ul style="list-style-type: none"> Use relevant strategies to build their vocabulary Gain, maintain and monitor the interest of the reader Ask relevant questions to extend their understanding and

		<ul style="list-style-type: none">• Ask relevant questions to extend their understanding and knowledge	<ul style="list-style-type: none">• knowledge• Articulate and justify opinions
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