

Year 5 Lynnfield English Overview

2018-2019

Objectives highlighted in yellow have been identified as Key Performance Indicators (KPIs) by NAHT

Year 5	Autumn	Spring	Summer
Topic	World War I/II 'Could you survive in Hartlepool during the World Wars?'- History (Healthy eaters)	Space 'Could you be an astronaut?' – Science (Healthy thinkers)	Rivers 'Could you be an explorer?' – Geography (Healthy movers)
Suggested Class Texts	<ul style="list-style-type: none"> ✓ Friend or Foe – Michael Morpurgo(WS) ✓ Goodnight Mr Tom – Michelle Magorian 	<ul style="list-style-type: none"> ✓ Cosmic – Frank Cottrell-Boyce 	<ul style="list-style-type: none"> ✓ Eye of the Wolf – Daniel Pennac (WS) ✓ Ultimate Explorers -NF – (WS) ✓
Picture Books	<ul style="list-style-type: none"> ✓ War Game – Michael Forman ✓ Memorial- Gary Crew & Shaun Tan 	<ul style="list-style-type: none"> ✓ The lost thing – Shaun Tan ✓ Beegu – Alexis Deacon 	<ul style="list-style-type: none"> ✓ Shackleton’s Journey ✓ Flotsam – David Weisner ✓ The Viewer – Gary Crew & Shaun Tan ✓ The Rhythm of the Rain- Graham Baker-Smith
Poetry	<ul style="list-style-type: none"> ✓ Poets’ voices – Various (WS) ✓ War poems - Various 	<ul style="list-style-type: none"> ✓ Tell me a story – Charles Causley and Michael Rosen (WS) ✓ The Highwayman – Alfred Noyes 	<ul style="list-style-type: none"> ✓ Compare and perform – Various (WS)
Writing Purpose: To be covered throughout the year	<ul style="list-style-type: none"> ✓ Each half-term must include one piece of writing to entertain and at least one from one of the other purposes ✓ Each full-term must include a narrative story ✓ Each full term must contain at least two pieces from either writing to inform, persuade, or discuss 		
	<ul style="list-style-type: none"> ✓ Writing to Entertain : narrative; description and poetry ✓ Writing to inform: reports; biography/autobiography; newspaper article; non-chronological essay; diary and explanation ✓ Writing to persuade: advertising; advertising; speech; letter and campaign ✓ Writing to discuss: argument; newspaper and review 		
Extended Writing Expectations depending upon text type	<ul style="list-style-type: none"> ✓ It is expected that there will be 2 – 3 pieces of extended writing each Half-Term. ✓ At least one of which should be topic related. 		
Length of Extended writing expectations depending upon text type	<ul style="list-style-type: none"> ✓ Between 1. and 1.5 A4 pages 	<ul style="list-style-type: none"> ✓ Between 1.5 – 2 A4 pages 	<ul style="list-style-type: none"> ✓ Between 1.5-2 A4 pages
Writing composition • <i>End of year expectations to be broken down into</i>	<ul style="list-style-type: none"> ✓ Identify the audience for, and purpose of, the writing. ✓ Select the appropriate form for writing. ✓ Use other similar writing as models for their own. ✓ Proof-reads for spelling & punctuation errors. ✓ In narratives, describes settings, characters and atmosphere (mood). 		

<p><i>small steps</i></p>	<ul style="list-style-type: none"> ✓ Moves the plot forwards through balance of dialogue, action and description. ✓ Use devices to build cohesion within a paragraph ✓ Ensure the consistent and correct use of tense throughout a piece of writing. ✓ Notes and develops initial ideas, drawing on reading and research where necessary. ✓ Selects appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning. ✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. 		
<p>Handwriting</p> <ul style="list-style-type: none"> • <i>End of year expectations to be broken down into small steps</i> 	<ul style="list-style-type: none"> ✓ Write legibly, fluidly and with increasing speed and style. ✓ Develop a personal style. ✓ Choose the appropriate writing implement best suited for the task. 		
<p>Grammar and Punctuation</p>	<ul style="list-style-type: none"> ✓ Extend the range of sentences they use with more than one clause ✓ Use both compound and complex sentences ✓ Identify main clause and subordinate clause ✓ Use of brackets, dashes or commas to indicate parenthesis (additional information). 	<ul style="list-style-type: none"> ✓ Use relative pronouns and clauses ✓ Use fronted adverbials ✓ Link ideas across paragraphs using adverbials of time, place, and number ✓ Use of commas after fronted adverbials ✓ Use of commas to clarify meaning and avoid ambiguity 	<ul style="list-style-type: none"> ✓ Use expanded noun phrases to convey complicated information concisely ✓ Indicate degrees of possibility using adverbs ✓ Use of more specific and accurate punctuation within speech sentences ✓ Use of semi-colons to separate main clauses within compound sentences.
<p>Spelling linked to school scheme</p>	<ul style="list-style-type: none"> ✓ Phonics: Tricky spelling patterns and revision of silent letters / soft g and c ✓ Word Work: Tricky suffixes including those that sound the same. ✓ Exception: Sets 1-4 	<ul style="list-style-type: none"> ✓ Word Work: More tricky suffixes. ✓ Exception: Sets 5-8 	<ul style="list-style-type: none"> ✓ Word Work: More tricky suffixes. ✓ Exception: Sets 9-12
<p>Reading: Decoding</p> <ul style="list-style-type: none"> • <i>End of year expectations to be broken down into small steps</i> 	<ul style="list-style-type: none"> ✓ By the end of the year, able and more able pupils should be reading grey/dark blue books. ✓ For those who are struggling to decode - apply phonic knowledge and skills as the route to decode words. ✓ Respond with the correct sound to graphemes for all 40+ phonemes, including, alternative sounds for graphemes. ✓ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. ✓ Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1 of the English National Curriculum document, both to read aloud and to understand the meaning of new words that they meet. ✓ Vary voice for direct or indirect speech. ✓ Further develop awareness of how pace of reading can add to the excitement, using this effectively. 		
<p>Intonation and expression Comprehension And Understanding</p>	<ul style="list-style-type: none"> ✓ Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. ✓ Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ✓ Recommend books that they have read to their peers, giving justified reasons for their choices. 		
	<ul style="list-style-type: none"> ✓ Learn a wider range of poetry by heart. 	<ul style="list-style-type: none"> ✓ Prepare poems and plays to read aloud and to perform, showing understanding through accurate and effective use of intonation, tone and volume so that the meaning is clear to an audience. 	<ul style="list-style-type: none"> ✓ Identify and discuss themes and conventions in and across a wide range of writing. ✓ Make comparisons within and across books.

Deduction and inferring <ul style="list-style-type: none"> <i>End of year expectations to be broken down into small steps</i> 	<ul style="list-style-type: none"> ✓ Check that what they have read makes sense. ✓ Discuss their understanding and explore the meaning of words in context. ✓ Participate in discussions and debates about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. 		
	<ul style="list-style-type: none"> ✓ Provide reasoned justifications for their views. ✓ Predict what might happen from details stated and implied ✓ Identify how language, structure and presentation contribute to meaning, and the effect of this on the reader. 	<ul style="list-style-type: none"> ✓ Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. ✓ Distinguish between statements of fact and opinion. ✓ Ask questions to improve their understanding. 	<ul style="list-style-type: none"> ✓ Draw multiple inferences and justify these with evidence from the text. ✓ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Grammatical Features	<ul style="list-style-type: none"> ✓ Recognise clauses within sentences and identify how they are connected. ✓ Recognise and unpick complex sentences. 	<ul style="list-style-type: none"> ✓ Recognise prepositions in text. ✓ Identify connectives with multiple purposes. 	<ul style="list-style-type: none"> ✓ Identify active and passive verbs in reading.
Research	<ul style="list-style-type: none"> ✓ Retrieve, record and present information effectively from non-fiction. ✓ Read books that are structured in different ways, linking structure to purpose, and reading for a range of purposes. ✓ Create a set of key notes to help summarise what has been read. ✓ Use more than one source of evidence when carrying out research. ✓ Use skimming, scanning and note-taking to identify the key points in a text. 		
Speaking and Listening	<ul style="list-style-type: none"> ✓ Speak audibly and fluently with an increasing command of Standard English; ✓ Gain, maintain and monitor the interest of the listener(s); ✓ Articulate and justify answers, arguments and opinions; 	<ul style="list-style-type: none"> ✓ Select and use appropriate registers for effective communication; ✓ Ask relevant questions to extend their understanding and knowledge; 	<ul style="list-style-type: none"> ✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; ✓ Participate in discussions, presentations, performances, role-play/improvisations and debates.