



English Curriculum Overview Year 5 2024 25

Term	Key skills in reading, writing and SL	Book study/topic	Writing genres covered	SPAG topics covered	Spelling patterns	Handwriting	Key vocabulary
Autumn 1	<p>Reading: Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Writing: Plan their writing by beginning to identify the audience for and the purpose of the writing, often selecting the appropriate form and using other similar writing models for their own.</p> <p>Spoken Language: Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p>	<p>The Highwayman</p> <p>Beowulf by Michael Murpurgo</p>	<p>Diary entry/ Character viewpoint</p> <p>Narrative writing- description of character and setting</p> <p>How to Defeat Grendal/ Letter writing</p>	<p>Vocabulary development</p> <p>Complex sentences</p> <p>Relative clauses</p> <p>Apostrophes for contraction/omission and possession</p> <p>Commas for main and subordinate clauses</p> <p>Colons and semi-colons</p>	<p>Statutory word list</p> <p>Unstressed vowels in polysyllabic words</p> <p>Words with silent letters</p>	<p>New cursive scheme: breakdown to be updated</p>	<p>Complex Clause</p> <p>Phrase</p> <p>Apostrophe</p> <p>Contraction</p> <p>Omission</p> <p>Possession</p> <p>Main</p> <p>Subordinate</p> <p>Colon</p> <p>Semi-colon</p>



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<p>Autumn 2</p>	<p>Reading: Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Writing: Draft and write by beginning to use some organisational devices to structure text and to guide the reader (for example headings and bullet points)</p> <p>Spoken Language: Use relevant strategies to build their vocabulary.</p> <p>Gain, maintain and monitor the interest of the listener (s).</p>	<p>Cosmic book study</p>	<p>Non-chronological report (science link)</p> <p>Recount</p> <p>Playscript writing</p> <p>Narrative- space story</p>	<p>Cohesive devices</p> <p>Adverbials of time and number</p> <p>Verbs: tense, form, person</p> <p>Infinitive and finite verbs</p> <p>Speech with interjections</p>	<p>Common letter strings:</p> <p>-ight</p> <p>-ear</p> <p>-oo</p> <p>-ough</p> <p>-ie</p> <p>-our</p> <p>-cian</p> <p>-sion</p> <p>-tion</p> <p>-ssion</p>		<p>Cohesion</p> <p>Adverbial</p> <p>Tense</p> <p>Infinitive</p> <p>Finite</p> <p>Interjection</p>
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Spring 1	<p>Reading: Maintain positive reading attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Writing: Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</p> <p>Spoken Language: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>The Viewer</p> <p>Pandora's Box Comparing myths, fables, legends and traditional tales from different cultures</p>	<p>Descriptive writing- the dump</p> <p>Prologue on the viewer</p> <p>Fairy tales (Instructions from step sisters to Cinderella)</p> <p>Instructions (history link)</p>	<p>Modal verbs</p> <p>Adverbs</p> <p>Ellipses (Apostrophes for possession and contraction)</p> <p>Brackets</p>	<p>Spelling patterns of consonants: -ci -ca -ce -co -cv</p> <p>Archaic language</p>	<p>Modal Adverbs Ellipses Parenthesis</p>
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Spring 2	<p>Reading: Begin to participate in discussions 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.</p> <p>Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.</p> <p>Writing: Beginning to proof-read for spelling and punctuation errors.</p> <p>Spoken Language: Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Speak audibly with an increasing command of Standard English.</p>	<p>The Carnival of the Animals</p> <p>Macbeth (performance poetry)</p> <p>Zoo- Anthony Browne</p>	<p>Poetic styles</p> <p>Persuasive writing</p> <p>Fiction (Character description)</p> <p>Diary entry</p>	<p>Paragraphs of different sizes for effect</p> <p>Types of nouns and pronouns</p> <p>Using adjectives to complement and modify</p> <p>Identify predicate in sentence</p> <p>Parenthesis (dashes, brackets)</p> <p>Adverbs</p>	<p>Less common prefixes and suffixes</p> <p>-un -dis -mis -anti -non -de -in -im -il -ir</p> <p>Convert nouns or adjectives to verbs using suffixes</p> <p>-ate -ise -ify</p>	<p>Paragraph</p> <p>Pronouns</p> <p>Adjectives</p> <p>Modify</p> <p>Predicate</p> <p>Parenthesis</p> <p>Adverbs</p>
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Summer 1	<p>Reading: Begin to retrieve, record and present information from non-fiction</p> <p>Writing: Evaluate and edit by beginning to use the correct tense throughout a piece of writing</p> <p>Spoken Language: Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>The Great Kapok Tree</p> <p>Newspapers</p> <p>Biographies and autobiographies</p>	<p>Biography (interview family member with story to tell)</p> <p>Autobiographical recount</p> <p>Newspaper article</p> <p>Poetry</p>	<p>Prepositions and prepositional phrases</p> <p>Definite article (the) and determiners / indefinite articles (a or an)</p> <p>Nouns and pronouns</p> <p>Starting sentences in different ways</p>	<p>Spelling rules for words ending in –e and –y and words containing –ie</p>	<p>Prepositions</p> <p>Prepositional phrase</p> <p>Definite</p> <p>Indefinite</p> <p>Article</p> <p>Pronoun</p>
Summer 2	<p>Reading: Beginning to provide reasoned justification for their views.</p> <p>Writing: Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.</p> <p>Spoken Language: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>There's a Boy in the Girl's Bathroom</p>	<p>Formal letter (complaint against Carla)</p> <p>Advice writing/ agony aunt</p> <p>Extended narrative (alternative ending)</p>	<p>Complex sentences-main and subordinate clauses, connectives</p> <p>Commas in complex sentences</p> <p>Colons and semi-colons</p>	<p>Identify root words, derivations and spelling patterns</p> <p>Homophones and homonyms (and other words often confused)</p>	<p>Root word</p> <p>Connective</p> <p>Comma</p>