



English Curriculum Overview Year 5

Term	Key skills in reading, writing and SL	Book study/topic	Writing genres covered	SPAG topics covered	Spelling patterns	Handwriting	Key vocabulary
Autumn 1	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. 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. Spoken Language: Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge.	The Highwayman Beowulf by Michael Murpurgo	Diary entry/ Character viewpoint Descriptive writing (poetry setting description) Informal Letter	Hyphens Colons & Semi colons in list Apostrophes (omission and possession) Relative Clauses Complex Sentences	Statutory word list Unstressed vowels in polysyllabic words Words with silent letters	New cursive scheme: breakdown to be updated	Complex Clause Phrase Apostrophe Contraction Omission Possession Main Subordinate Colon Semi-colon



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Autumn 2	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. 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) Spoken Language: Use relevant strategies to build their vocabulary. Gain, maintain and monitor the interest of the listener (s).	Cosmic book study	Non-chronological report (science link) Recount Narrative- space story	Cohesive devices Adverbials of time and number Verbs: -Modal & imperative -Tenses (past, present & future) -infinite Speech with interjections	Common letter strings: -ight -ear -oo -ough -ie -our -cian -sion -tion -ssion		Cohesion Adverbial Tense Infinite Interjection
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Spring 1	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. Writing: Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. Spoken Language: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	The Viewer Folk Tales: Myths Fables Fairy Tales Legends	Descriptive writing- the dump Sequel: The Viewer Fairy tales (letter of advice/instructions)	Parenthesis Ellipses Apostrophes for (possession and contraction) Imperative verbs Adverbs and Adverbial Phrases	Spelling patterns of consonants: -ci -ca -ce -co -cv		Imperative Adverbs Ellipses Parenthesis (brackets, dashes, commas)
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Spring 2	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. 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. Writing: Beginning to proof-read for spelling and punctuation errors. Spoken Language: Participate in discussions, presentations, performances, role play, improvisations and debates. Speak audibly with an increasing command of Standard English.	The Carnival of the Animals (Performance Poetry) Macbeth	Poetic styles Persuasive writing (Literacy week) Playscripts Newspapers	Paragraphs of different sizes for effect Types of nouns and pronouns Using adjectives to complement and modify Identify predicate/subject in sentence	Less common prefixes and suffixes -un -dis -mis -anti -non -de -in -im -il -ir Convert nouns or adjectives to verbs using suffixes -ate -ise -ify		Paragraph Pronouns Adjectives Modify Predicate Subject
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Summer 1	Reading: Begin to retrieve, record and present information from non-fiction Writing: Evaluate and edit by beginning to use the correct tense throughout a piece of writing Spoken Language: Consider and evaluate different viewpoints, attending to and building on the contributions of others.	The Great Kapok Tree	Descriptive writing Balanced Argument	Prepositions and prepositional phrases Definite article (the) and determiners / indefinite articles (a or an) Nouns and pronouns Starting sentences in different ways	Spelling rules for words ending in –e and –y and words containing –ie		Prepositions Prepositional phrase Definite Indefinite Article Pronoun
Summer 2	Reading: Beginning to provide reasoned justification for their views. Writing: Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs. Spoken Language: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Articulate and justify answers, arguments and opinions.	Biographies and autobiographies There's a Boy in the Girl's Bathroom	Biography Autobiographical recount Monologue Extended narrative	Complex sentences-main and subordinate clauses, connectives Commas in complex sentences Colons and semi-colons	Identify root words, derivations and spelling patterns Homophones and homonyms (and other words often confused)		Root word Connective Comma