

Britannia CP School – English Overview for Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Genres Covered</u></p> <ul style="list-style-type: none"> <li>- Legends of the British Isles</li> <li>- Persuasion</li> </ul>	<p><u>Genres Covered</u></p> <ul style="list-style-type: none"> <li>- Stories with Historical Settings</li> <li>- Film and Playscripts</li> <li>- Classic Narrative Poetry</li> </ul>	<p><u>Genres Covered</u></p> <ul style="list-style-type: none"> <li>- Science Fiction Stories</li> <li>- Information Booklets</li> <li>- Poems with a Structure</li> </ul>	<p><u>Genres Covered</u></p> <ul style="list-style-type: none"> <li>- Novel as a Theme</li> <li>- Magazine - Information Text Hybrid</li> </ul>	<p><u>Genres Covered</u></p> <ul style="list-style-type: none"> <li>- Stories from other Cultures</li> <li>- Debates</li> </ul>	<p><u>Genres Covered</u></p> <ul style="list-style-type: none"> <li>- Myths</li> <li>- Reports</li> <li>- Poems with Figurative Language</li> </ul>
<p><u>English Lesson Focus Books</u></p> <p>Legends of the British Isles:</p> <ul style="list-style-type: none"> <li>- Finn McCool and the Giant's Causeway Legend.</li> <li>- Outlaw – Michael Morpurgo.</li> </ul> <p>Persuasion:</p> <ul style="list-style-type: none"> <li>- Junior Dragon's Den TV show.</li> <li>- Examples of persuasive text.</li> </ul>	<p><u>English Lesson Focus Books</u></p> <p>Stories with Historical Settings:</p> <ul style="list-style-type: none"> <li>- The Lion, the Witch and the Wardrobe – CS Lewis.</li> </ul> <p>Film and Playscript:</p> <ul style="list-style-type: none"> <li>-The Lion, the Witch and the Wardrobe film and playscript.</li> </ul> <p>Classic Narrative Poetry:</p> <ul style="list-style-type: none"> <li>Chip the Glasses and Crack the Plates – JRR Tolkein.</li> </ul>	<p><u>English Lesson Focus Books</u></p> <p>Science Fiction Stories:</p> <ul style="list-style-type: none"> <li>- Time Spinner – Roy Apps.</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>- Limericks</li> <li>- Haiku</li> </ul>	<p><u>English Lesson Focus Books</u></p> <p>Novel as a Theme:</p> <ul style="list-style-type: none"> <li>- The Invention of Hugo Cabret – Brian Selznick.</li> </ul> <p>Magazine-Information Text Hybrid:</p> <ul style="list-style-type: none"> <li>- Online articles from National Geographic and Eco Kids magazine.</li> </ul>	<p><u>English Lesson Focus Books</u></p> <p>Stories from other Cultures:</p> <ul style="list-style-type: none"> <li>- Journey to the River Sea – Eva Ibbotson.</li> </ul> <p>Debates:</p> <ul style="list-style-type: none"> <li>- The Vanishing Rainforest – Richard Platt.</li> <li>- Hymn to the Rainforest.</li> </ul>	<p><u>English Lesson Focus Books</u></p> <p>Myths:</p> <ul style="list-style-type: none"> <li>Who Let the God's Out? – Maz Evans.</li> </ul> <p>Reports:</p> <ul style="list-style-type: none"> <li>- Websites linked to the Olympics.</li> </ul> <p>Poems with Figurative Language:</p> <ul style="list-style-type: none"> <li>- Ramshackled Rainbow by Pie Corbett.</li> <li>- Sunset – Gina Douthwaite.</li> <li>- Smiles like Roses – Helen Dunmore.</li> </ul>
<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>- Create and punctuate complex sentences using '-ed' openers.</li> <li>- Explore, collect and use modal verbs to</li> </ul>	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>- Create and punctuate complex sentences using <i>-ing</i> openers.</li> <li>- Demarcate complex sentences using</li> </ul>	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>- Link ideas across paragraphs using adverbials for time and place and numbers e.g.</li> </ul>	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>- Ensure consistent and correct use of tense throughout a piece of writing.</li> </ul>	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>- Create and punctuate complex sentences using <i>-ed</i> openers.</li> </ul>	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> <li>- Create and punctuate complex sentences using simile starters.</li> <li>- Link ideas across paragraphs using</li> </ul>

<p>indicate degrees of possibility e.g. might, could, shall, will, must.</p> <ul style="list-style-type: none"> <li>- Identify and use commas to indicate parenthesis, eg, <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i></li> <li>- Explore, collect and use adverbs to indicate degrees of possibility eg, <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i></li> <li>- Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> </ul>	<p>commas and explore ambiguity of meaning.</p> <ul style="list-style-type: none"> <li>- Identify and use brackets and dashes.</li> <li>- Create and punctuate sentences using simile starters.</li> <li>- Identify and use brackets to indicate parenthesis, eg, in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i></li> <li>- Investigate verb prefixes eg, <i>dis-, de-, re-, pre- mis-, over-</i>.</li> </ul>	<p><i>Several hours later, on a nearby planet.</i></p> <p>Investigate verb prefixes e.g. <i>auto</i></p> <ul style="list-style-type: none"> <li>- Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently.</i></li> <li>- Identify and use dashes to indicate parenthesis, eg, in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i></li> <li>- Use expanded noun phrases to convey complicated information concisely, eg, <i>carnivorous predators with surprisingly weak jaws and small teeth.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Ensure consistent subject and verb agreement.</li> <li>- Create complex sentences by using relative clauses with pronouns which, and whose e.g. <i>The robberies, which had taken place over the past month, remained unsolved. The residents, whose lives had been terrorised by the burglars, longed to be sleep soundly once more.</i></li> <li>- Using organisation and presentational devices e.g. <i>headings, subheadings, bullet points, diagrams, text boxes.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Create and punctuate complex sentences using <i>-ing</i> openers</li> <li>- Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i></li> <li>- Use devices to build cohesion, e.g. <i>firstly, furthermore, as a consequence.</i></li> <li>- Create complex sentences where the relative pronoun is omitted eg, <i>Tina, standing at the bus stop, pondered the day ahead.</i></li> </ul>	<p>adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></p> <ul style="list-style-type: none"> <li>- Create and punctuate complex sentences using <i>-ed</i> openers.</li> <li>- Create and punctuate complex sentences using <i>-ing</i> openers.</li> </ul>
<p><u>Shared Reading Focus</u> Cracking Comprehension ensuring a mix of fiction, non-fiction and poetry.</p>	<p><u>Shared Reading Focus</u> Cracking Comprehension ensuring a mix of fiction, non-fiction and poetry.</p>	<p><u>Shared Reading Focus</u> Cracking Comprehension ensuring a mix of fiction, non-fiction and poetry.</p>	<p><u>Shared Reading Focus</u> Cracking Comprehension ensuring a mix of fiction, non-fiction and poetry.</p>	<p><u>Shared Reading Focus</u> Cracking Comprehension ensuring a mix of fiction, non-fiction and poetry.</p>	<p><u>Shared Reading Focus</u> Cracking Comprehension ensuring a mix of fiction, non-fiction and poetry.</p>
<p><u>Spelling Focus</u> - Unit 1: Words with silent <b>b</b>.</p>	<p><u>Spelling Focus</u> - Unit 3: Words ending in <b>able</b>.</p>	<p><u>Spelling Focus</u> - Unit 5: Words ending in <b>ibly</b> and <b>ably</b>.</p>	<p><u>Spelling Focus</u> - Unit 7: Words ending in <b>ence</b>.</p>	<p><u>Spelling Focus</u> - Unit 9: Words ending in <b>ant, ance</b> and <b>ancy</b>.</p>	<p><u>Spelling Focus</u></p>

<ul style="list-style-type: none"> <li>- Special Focus: Words containing the letter string <b>ough</b>.</li> <li>- Unit 2: Words ending in <b>ible</b>.</li> <li>- Special Focus: homophones.</li> </ul>	<ul style="list-style-type: none"> <li>- Special Focus: Orange words (tricky words).</li> <li>- Unit 4: Words ending with silent letter <b>t</b>.</li> <li>- Special Focus: Orange words (tricky words).</li> </ul>	<ul style="list-style-type: none"> <li>- Special Focus: Homophones and other words which are easily confused.</li> <li>- Unit 6: Words ending in <b>ent</b>.</li> <li>- Special Focus: Orange words (tricky words).</li> </ul>	<ul style="list-style-type: none"> <li>- Special Focus: Orange words (tricky words).</li> <li>- Unit 8: The <b>ee</b> sound spelt <b>ei</b>.</li> <li>- Special Focus: Homophones and other words that are easily confused.</li> </ul>	<ul style="list-style-type: none"> <li>- Special Focus: Orange words (tricky words).</li> <li>- Unit 10: Words ending in <b>shus</b> spelt <b>cious</b>.</li> <li>- Special Focus: Orange words (tricky words).</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 11: Words ending in <b>shus</b> spelt <b>tious</b>.</li> <li>- Special Focus: Orange words (tricky words).</li> <li>- Unit 12: Words ending in <b>shul</b> spelt <b>cial</b> or <b>tial</b>.</li> <li>- Special Focus: Orange words (tricky words).</li> </ul>
<p><u>Novel/Class Reader</u> The Creakers – Tom Fletcher.</p>		<p><u>Novel/Class Reader</u> Moondial – Helen Cresswell</p>		<p><u>Novel/Class Reader</u> The Highway Man – Alfred Noyes</p>	
<p><u>Cross curricular Readers</u></p>	<p><u>Cross curricular Readers</u></p>	<p><u>Cross curricular Readers</u></p>	<p><u>Cross curricular Readers</u></p>	<p><u>Cross curricular Readers</u></p>	<p><u>Cross curricular Readers</u></p>