
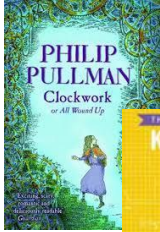

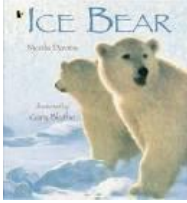
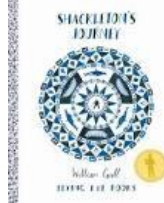
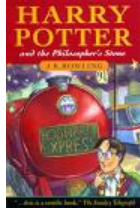


Year 5 English Yearly Overview

	Autumn		Spring		Summer		
Text		 					
Reading comprehension focus	<p>Discuss and comment on texts and present their ideas in appropriate and helpful formats.</p> <p>Vary the reading strategies they use to answer questions.</p> <p>Answer questions by explaining their ideas orally and in writing.</p>	<p>Explain how a detailed picture can emerge from a non-fiction text.</p> <p>Know how to gain a rapid overview of a text (skimming and scanning).</p> <p>Use knowledge of different organisational features of texts to find information effectively.</p> <p>Distinguish between fact, opinion and fiction in different texts.</p>	<p>Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system.</p> <p>Discuss the meaning of figurative language and idiomatic words and phrases used in a text, beginning to explain the purpose and impact of such choices.</p>	<p>Locate information confidently and efficiently, using the full range of feature of the information text being read.</p> <p>Plan research in other subjects, considering how best to read different sources.</p> <p>Represent information from a text graphically.</p>	<p>Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p> <p>Analyse the features of engaging or useful texts.</p> <p>Identify how ideas and themes are explore and developed over a text.</p>	<p>Evaluate a book or section of it.</p> <p>Make regular, brief summaries of what they've read, identifying the key points.</p> <p>Summarise their current understanding at regular intervals when reading an extended text.</p>	
	<p>Recap Year 4 SPAG.</p>	<p>Use of expanded noun phrases.</p> <p>Adverbials of time, place and number.</p> <p>Relative clauses</p>	<p>Cause and effect conjunctions.</p> <p>Use adverbs to indicate degrees of possibility.</p>	<p>Use modal verbs to indicate degrees of possibility.</p> <p>Using the perfect form of verbs.</p> <p>Passive voice</p>	<p>Use further prefixes and suffixes.</p> <p>Verb prefixes, dis, de, mis, over, and re.</p>	<p>Use of the present perfect form of verbs.</p> <p>Determiners</p> <p>Year 5 SPAG consolidation.</p>	

Year 5 English Yearly Overview

					Use of parenthesis – using brackets, dashes or commas.	
Writing Composition focus	<p>Narratives - describing settings, characters and atmosphere.</p> <p>Balanced argument - identify an audience and purpose.</p> <p>Poetry – Renga/free verse</p>	<p>Biography of a famous person - noting and developing initial ideas.</p> <p>Non-chronological report using organisational and presentational devices,</p>	<p>Persuasive letter - assess the effectiveness of their own and others’ writing.</p> <p>Diary writing</p>	<p>Newspaper reports and interviews - drawing on reading & research where necessary.</p> <p>Poetry - Senryus</p>	<p>Setting/description - selecting appropriate grammar and vocab, understanding how such choices can change and enhance meaning.</p> <p>Narrative (fantasy)</p>	<p>Playscripts - perform using appropriate intonation, volume and movement.</p> <p>Stories from other cultures using a wide range of devices to build cohesion within and across paragraphs.</p>
Speaking and Listening focus	<p>Vary vocabulary and expression to convey their own opinions and ideas clearly, using evidence.</p>	<p>Pay close attention to what others say and ask questions to develop ideas.</p>	<p>Talk fluently, adapting talk sensitively for different situations.</p>	<p>Maintain a given role /viewpoint effectively throughout a discussion or debate.</p>	<p>Explain why language choices vary in different situations and give examples.</p>	<p>Deliberately choose speech, movement and gesture to enhance a performance and appeal to an audience.</p>