




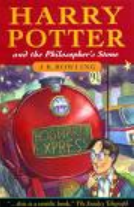


Year 5 English Yearly Overview

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

Year 5 English Yearly Overview

					Use of <b>parenthesis</b> – using brackets, dashes or commas.	
Writing Composition focus	Describe <b>settings</b> . Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.  Use <b>organisational and presentational devices</b> to structure a non-chronological report.	<b>Biography</b> of a famous person - noting and developing initial ideas.  <b>Write narratives to describing setting, characters and atmosphere</b> integrating dialogue to convey character and advance the action.	Assess the effectiveness of their own and others' writing.  Identify the audience and purpose of their writing using similar writing as models for their own.  Ensure consistent and correct use of tense throughout a piece of writing.	Consider how authors have developed character and setting when writing <b>narratives</b> .  Use a wide range of devices to build cohesion within and across <b>paragraphs</b> .	Distinguish between the language of speech and writing and choose the appropriate register when writing a <b>non-fiction text</b> .  Precising longer passages and proposing changes to grammar and punctuation to clarify meaning.	Perform their own compositions using appropriate intonation, volume and movement.  Use a wide range of devices to build cohesion within and across <b>paragraphs</b> .
	Speaking and Listening focus	<b>Vary vocabulary and expression</b> to convey their own opinions and ideas clearly, using evidence.	Pay close attention to what others say and <b>ask questions to develop ideas</b> .	Talk fluently, <b>adapting talk sensitively</b> for different situations.	<b>Maintain a given role /viewpoint</b> effectively throughout a discussion or debate.	<b>Explain why language choices vary</b> in different situations and give examples.