

We will always be building on previous skills. This overview shows areas of a particular significance and ensures National Curriculum coverage.

Year 5	Autumn	Spring	Summer
<p><b>Class Reading Book including...</b> (change according to cohort)</p>	Featherlight by Peter Bunzl	Swimming against the Storm by Jess Butterworth	The Boy at the Back of the Class by Onjali Q Rauf The Little Prince (Cultural week).
<p><b>Key Class Text</b></p>	<p><b>Autumn 1:</b> The Witches' Brew (poem) The Witches' Chant from Macbeth (prose) Recipes (non-fiction) George's Marvellous Medicine <b>Autumn 2:</b> Street Child</p>	<p><b>Spring 1:</b> King Kong <b>Spring 2:</b> King Kong Moon Landing (newspaper)</p>	<p><b>Summer 1:</b> The Sound Collector (poem) <b>Summer 2:</b> Harry Potter &amp; the Philosopher's Stone (parts of) Beatrix Potter – The Tale of Peter Rabbit, The Further Tales of Peter Rabbit (Emma Thompson).</p>
<p><b>Grammar, punctuation and word focus</b></p>	<p><b>Capital letters</b> <b>Full stops, exclamation marks, question marks</b> <b>Word Classes</b> <b>Nouns</b> - abstract, common, proper, collective <b>Verbs</b> - Imperative verbs, modal verbs <b>Adjectives</b> <b>Adverbs</b> Poetry features - rhyming couplets Expanded noun phrases Bullet points (recipe method steps) Apostrophes for omission Apostrophes for possession Simple sentences - identifying the subject, verb and object Devices to build cohesion in paragraphs - Simple/compound (FANBOYS) and complex sentences (Subordinating Conjunctions) Direct speech punctuation</p>	<p><b>Re-visit what was covered in Autumn term as required.</b>  Using a dictionary Purpose/ audience focus/language choice Direct and indirect speech Collective nouns (World Book Day)  Features of newspapers Structure of a newspaper article (headline/byline/lead/body/tail) Opinions, facts and bias 6 'W' questions: what, who, when, where, why, how  Fronted adverbials Formal/informal language</p>	<p><b>Re-visit what was covered in Autumn and Spring term as required.</b>  Poetry features - rhyming couplets, structure (lines &amp; stanzas), syllables, synonym/antonym figurative language, repetition, metaphors, similes, personification and onomatopoeia Narrative poetry - plot, characters  plurals homophones apostrophes for contraction and omission Relative pronouns and relative clauses Parenthesis Pronouns Use of commas to clarify meaning or avoid ambiguity Converting nouns and adjectives into verbs  Non-fiction - contents, index, heading, subheadings,</p>

			retrieve, record and present information from nonfiction informative language, bullet points, coherent language.
<b>Spelling Focus</b>	Recap on prior learning  Recap on phonemes: ay/ee/igh/oa/oo/ou/ar/ur/ oi/air/ion	Homophones Words ending in: ious/cious/-cial/-tial/-s ial	Words ending in: ant/-ance/-able and -ible Challenge words words containing the letter string ough  Adverbs of possibility Words with silent letters at the start Silent letters Challenge words
<b>Writing</b> (genres/opportunities/focus)	<b>10 minute writing opportunities</b>  <b>Performance poetry</b> - Rhyming couplets, nouns, adjectives, rhyme (Witches' Brew) <b>Poetry</b> - Cut up technique (Poetry Day) <b>Instructional writing</b> <b>(recipe)</b> - write a recipe for George's Marvellous Medicine with headings, subheadings, bullet points, imperative verbs, modal verbs, adverbs, chronology <b>Editing</b> - dictionaries/thesauruses <b>Note taking</b> Non-fiction text – fact page <b>Story Writing</b> - setting description (workhouse) <b>Recount</b> - Diary entry as Jim in Street Child using historical detail from the story and thoughts/feelings <b>Playscripts</b> - Look at the features of a playscript <b>Performance</b> - rehearse and act a scene from the play of Oliver Twist <b>Evaluation</b> of acting performances	<b>10 minute writing opportunities</b>  <b>Setting description</b> - Setting opening to King Kong, creating a mood <b>Job advert</b> - Advert for a film actress, persuasive language <b>Story writing</b> - writing a fight scene, language choice <b>Summary</b> - the story of King Kong so far as a story map  <b>Poetry</b> - Collective nouns and cut up technique (World Book Day)  <b>Newspaper report</b> - Headline, byline, lead, body, tail, caption, quotes  Whole school writing task - Lost Cat	<b>Creating word banks</b> - adjective, verbs, noun, rhyming words, and space vocabulary  <b>Writing a narrative poem</b> - rhyming couplets, plot, characters, syllables, figurative language  <b>Independent Writing</b> - non-fiction text  <b>Setting description</b> - Wizard of Oz, first person  <b>Story writing</b> - writing in the style of Beatrix Potter, summary.  Whole school writing task - nonfiction - bag - map, compass etc

<p><b>Reading</b> (promoting a love of reading; developing comprehension)</p>	<p>Witches’ Brew by Wes Magee (poem) The Witches Chant (Macbeth) by William Shakespeare (verse) Recipes (instructional) George’s Marvellous Medicine (briefly)</p> <p>Street Child (story) Oliver Twist (stage play) Great Expectations/Oliver Twist/ A Christmas Carol (graphic novel)</p> <p>Headstart comprehension</p>	<p>King Kong (picture book) Tiger, Tiger Burning Bright Headstart comprehension</p> <p>A range of newspapers (First News) Moon Landing comprehension</p>	<p>The Owl and the Pussycat by Edward Lear (poem) The Sound Collector (poem)</p> <p>Harry Potter &amp; the Philosopher’s Stone by J.K.Rowling Winnie the Pooh by A.A.Milne Beatrix Potter – The Tale of Peter Rabbit The Further Tales of Peter Rabbit by Emma Thompson</p> <p>Headstart comprehension</p>
<p><b>Guided Reading</b> (structure; content; frequency)</p>	<p><b>Autumn 1:</b> Featherlight/poetry and newspapers <b>Autumn 2:</b> Featherlight/poetry and newspapers</p>	<p>The Boy at the Back of the Class Swimming Against the Storm</p>	<p>Swimming Against the Storm The Boy at the Back of the Class</p>