



English Long Term Overview: Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEXT:	Poetry Friend or Foe by Michael Morpurgo	Oranges in No Man's Land by Elizabeth Laird	Poetry Once by Morris Gleitzman	Harry Potter and the Philosophers Stone by JK Rowling	The Highwayman by Alfred Noyes (Classic Narrative poetry)	There's a boy in the girls bathroom By Louis Sachar
Final Writing Outcome:	Short stories	Diary	Setting description	Non- Chronological report	Recount	Discussion text
Continuous Skills:						
<ul style="list-style-type: none"> Plan writing by identifying the audience and purpose of the writing. Select the appropriate form for writing. Demonstrate awareness of audience by beginning to use a wider range of techniques such as recap, repetition of a catchphrase, humour; some use of dialogue to entertain and engage the listener/reader. Adapt sentence length and vocabulary to change and enhance meaning Develop setting, characters and plot in narrative writing: Use different ways to open the story. Add scenes, character, dialogue to a familiar story Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story Evaluate and edit Evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors. Use paragraphs to organise more complex information and narrative. (In narrative, split into several paragraphs relating to story structure.) Use a wide range of devices to build cohesion within a paragraph (then, after that, this, firstly). Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial phrases (time, place and number) and tense choices (He had seen her before). The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4 and some rules and patterns from appendix 1 for years 5 /6 are accurately applied, including: accurate spelling of some suffixes from appendix 1, years 5 /6 (e.g. -cial, -tial, -ant, -ance/-ancy, -ation, -ent, -ence/-ency, -fer) Accurate spelling of some common homophones and other words which are often confused accurate spelling of words that are often misspelt, including most words from the year 3 /4 wordlist and some from the year 5 /6 word list in Appendix 1 Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum. Handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on personal style) 						
Specific skills:	Ask questions about a text Explore empathy Use role play Discuss character Find evidence in the text Use hot-seating Explore inference Discuss dialogue Explore Standard	Make predictions Explore the author's use of language/explore changing emotions Use discussion and role-play to understand character Explore and create similes	Ask questions about a text Engaging and responding to text Understanding use of language Sentence structure Explore themes Evaluate, edit and improve writing. Explore characters	Use of language Exploring narrative through discussion Ghost story of headless nick Appropriate adverbials for manner, place and cause. Subordination Setting description	Use Hot Seating Roleplay Discuss Character Morals Locate evidence in text Discuss dialogue Use of language Explore theme Use inference Deduction	Well-balanced paragraphs Range of expanded noun phrases Locate evidenced in text Use a range of clauses Develop initial ideas through discussion Explore characters



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	and non-Standard English Plan a scene Use improvisation Write dialogue Use deduction Make predictions	Write Dr Leila's diary entry/Write a short recount in a specific role Evaluate, edit and improve writing following peer review	and roles. Diary entry of Felix Role-play/drama Understanding tense	Direct speech	Tense choices A range of sentence types Full range of KS1 punctuation	and theme
Incidental writing:	Non-fiction: Recounts Diary/letter	Non-fiction: Recounts Diary/letter	Formal letter Character description Narrative	Instructions Setting description	Persuasion Classic narrative Poems Newspaper report	Persuasion Explanation text Setting description
Revisited genre assessed write:	Baseline	Narrative	Recount	Formal letter	Setting description	Newspaper Report