



Year Group	Year 5	Subject	English	Taught in	Autumn
Title	Fables Greeks –Greek Myths, novel study <i>Helping Hercules</i> Writing to Describe Instructional Writing Non-chronological report Editing				
Summary	Greek fables and stories – link to history, novel study <i>Helping Hercules</i> Writing to describe – create a hero / monster fight scene Instructional writing – how to bring up a child in Sparta or Athens – links to diary writing by this child Report writing on daily life in Ancient Greece Non-chronological report on Greek Gods and Goddesses Editing- Proofread spellings and punctuation (peer assess) Inference interventions				
Key Skills	<p>Spelling</p> <ul style="list-style-type: none"> - Endings that sound like /shush/ spelt with -cious/-tious, short vowel sound /i/ spelt with y, homophones and near homophones, words with silent letters, words ending in -ment, adverbs of possibility and frequency <p>Reading</p> <ul style="list-style-type: none"> - Asks questions to improve their understanding. - Draws inferences e.g. inferring character’s feelings, thoughts and motives from their actions. - Predicts what might happen from details stated and implied. - Participates in discussions about books read to them and read independently. - Provides reasoned justifications for their views about a book. - Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Retrieves, records and presents information from non-fiction. - Identifying and discussing themes and conventions in and across texts. - Making comparisons within and across books. <p>Writing (Composition)</p> <ul style="list-style-type: none"> - Plans writing by identifying the audience for, and purpose of the writing. - Draft and write independently, selecting appropriate grammar and vocabulary. - Selects the appropriate form and uses other similar writing as models for their own. - Describes settings and characters. - Proof-reads for spelling and punctuation errors with increasing independence. - Ensure the consistent and correct use of tense throughout a piece of writing. - Uses some organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) - Assess their own and others’ writing and propose changes. - Explore the literary heritage of the Ancient Greeks through the study of Greek Myths and a class novel, <i>Helping Hercules</i>. Linked to history unit, <i>The Ancient Greeks</i>. - Develop characters through action. <p>SPaG (Vocabulary, punctuation and grammar)</p> <ul style="list-style-type: none"> - Word classes – noun, verb, adverb, adjective, commas in a list, capitals, full stops, exclamation and question marks, root words, prefixes and suffixes, tenses – past, progressive, future, modal - FANBOYS & ISAWAWABUB – coordinating and subordinating conjunctions. Simple, compound and complex sentences, sentence types, adverbs, adverbial phrases, commas for clarity <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Identify and ask appropriate questions to seek information, views and feelings. - Prepare and give a short oral presentation. - Read aloud showing understanding through intonation, tone and volume so that the meaning is clear to the audience. - Participate in group and class discussions. - Recognise and discuss features of spoken language, including formal and informal language. 				
Cross-Curricular	<ul style="list-style-type: none"> - Fables/morals are linked to music where pupils write an African fable use the correct features and sentence structure matched to the text type. 				



Year Group	Year 5	Subject	English	Taught in	Spring
Title	Journey to Jo’Burg - Novel Study Mayans - Non-chronological reports Diary Entry Informal Letter Creative Writing				
Summary	Non-chronological reports, particularly linked to history unit, the Mayans, and also a hybrid creature - create a supernatural being based on Mayan Gods. Diary Entry – Write a diary entry from a character’s perspective in Journey to Jo’burg. Links to Apartheid. Informal Letter- Write an informal letter from a character’s perspective (Journey to Jo’burg) Creative Writing- Write a ‘missing chapter’ (The Night in the Shed) Compare and contrast – the difference between hospitals in South Africa and the UK at the time the story was set. Writing to persuade – letter to Mma’s employer persuading her to allow Mma to return home. Biography of Nelson Mandela Inference interventions				
Key Skills	<p>Spelling</p> <ul style="list-style-type: none"> - creating nouns using –ity suffix, -ness suffix, -ship suffix, homophones and near homophones, words with an /or/ sound spelt or, words with an /or/ sound spelt au, convert nouns or adjectives into verbs using the suffixes – ate/-ise/- ify/-en <p>Reading</p> <ul style="list-style-type: none"> - Asks questions to improve their understanding. - Draws inferences e.g. inferring a character’s feelings, thoughts and motives from their actions. - Predicts what might happen from details stated and implied. - Distinguishes between fact and opinion. - Participates in discussions about books read to them and read independently. - Provides reasoned justifications for their views about a book. - Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Retrieves, records and presents information from non-fiction. - Uses indirect and direct speech accurately - Identifying and discussing themes and conventions in and across texts. - Making comparisons within and across books. <p>Writing (Composition)</p> <ul style="list-style-type: none"> - Plans writing by identifying the audience for, and purpose of the writing. - Draft and write independently, selecting appropriate grammar and vocabulary. - Selects the appropriate form and uses other similar writing as models for their own. - Uses dialogue in narratives to convey character. - Describes settings and characters. - Uses dialogue in narratives to convey character. - Proof –reads for spelling and punctuation errors with increasing independence. - Ensure the consistent and correct use of tense throughout a piece of writing. - Uses some organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) - Assess their own and others’ writing and propose changes. - Develop characters through action and dialogue <p>Writing (Vocabulary, punctuation and grammar)</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Identify and ask appropriate questions to seek information, views and feelings. - Prepare and give a short oral presentation. - Participate in group and class discussions. - Recognise and discuss features of spoken language, including formal and informal language. 				
Cross-Curricular	Links to history topic, the Mayans.				



Year Group	Year 5	Subject	English	Taught in	Summer
Title	Treasure Island- Poetry Persuasive writing Character description Informal Letter				
Summary	Novel study – Treasure Island Poetry – Asian Link with Music- Pentatonic scale – Haiku (Poetry about Pirates) - Sea Shanty Character description- Create a pirate based on features from Long John Silver (Treasure Island) Write informal letter from the perspective of Jim Hawkins (Treasure Island) Inference interventions				
Key Skills	<p>Spellings</p> <ul style="list-style-type: none"> - The letter string ough, adverbials of time, adverbials of place, words with /ear/sound spelt ere, statutory challenge words, unstressed vowels in polysyllabic words, adding verb prefixes de-and re-, adding verb prefix over-, convert nouns or verbs into adjectives using suffix –ful, convert nouns or verbs into adjectives using suffix –ive/-al <p>Reading</p> <ul style="list-style-type: none"> - Asks questions to improve their understanding. - Draws inferences e.g. inferring a character’s feelings, thoughts and motives from their actions. - Predicts what might happen from details stated and implied. - Distinguishes between fact and opinion. - Participates in discussions about books read to them and read independently. - Provides reasoned justifications for their views about a book. - Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Retrieves, records and presents information from non-fiction. - Identifying and discussing themes and conventions in and across a range of texts. - Making comparisons within and across books. <p>Writing (Composition)</p> <ul style="list-style-type: none"> - Plans writing by identifying the audience for, and purpose of the writing. - Draft and write independently, selecting appropriate grammar and vocabulary. - Selects the appropriate form and uses other similar writing as models for their own. - Describes settings and characters. - Uses dialogue in narratives to convey character. - Proof –reads for spelling and punctuation errors with increasing independence. - Ensure the consistent and correct use of tense throughout a piece of writing. - Uses some organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) - Assess their own and others’ writing and propose changes. - Develop characters through action and dialogue <p>Writing (Vocabulary, punctuation and grammar)</p> <ul style="list-style-type: none"> - Revision of all skills <p>Spelling</p> <ul style="list-style-type: none"> - letter strong ough, adverbials of time, adverbials of place, words with an /ear/ sound spelt ere, statutory spelling challenge words, unstressed words in polysyllabic words, adding verb prefixes de- and re-, adding verb prefix over-, convert nouns or adjectives using suffix –ful, convert nouns or verbs into adjectives using suffix -al <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Identify and ask appropriate questions to seek information, views and feelings. - Prepare and give a short oral presentation. - Read aloud poems and plays showing understanding through intonation, tone and volume so that the meaning is clear to the audience. - Participate in group and class discussions. - Recognise and discuss features of spoken language, including formal and informal language. 				
Cross-Curricular	Poetry – Asian Link with Music- Pentatonic scale				