

OVERVIEW YR 5	Term 1		Term 2		Term 3	
STIMULUS THEMES/ PROJECTS	OFF WITH THEIR HEADS		LOST IN SPACE		COSTING THE EARTH	
READING RANGE, KEY TEXTS AND WHOLE-CLASS FOCUS	<ul style="list-style-type: none"> Macbeth The Children of the King – Sonya Harnett 	<ul style="list-style-type: none"> The Piano – short film The Lion, The Witch and The Wardrobe – CS Lewis 	<ul style="list-style-type: none"> Boy in the Tower – Polly Ho-Yen The Highwayman - Alfred Noyes 	<ul style="list-style-type: none"> Corpse Talk - Adam Murphy (editions 1 and 2) Clockwork – Phillip Pullman The Prisoner Who Became President – Adrian Hadland 	<ul style="list-style-type: none"> The White Giraffe – Lauren St John 	<ul style="list-style-type: none"> Mysterious Traveller – Mal Peet Cloud Tea Monkeys – Mal Peet Night Sky Dragons – Mal Peet Secret Garden – Francis Hodgson-Burnett
TEXT TYPES AND RANGE including PURPOSE AND AUDIENCE	<ul style="list-style-type: none"> Narrative - Film (The Piano) To entertain, inform and describe viewpoint – visitors at Celebration Play scripts - Macbeth To entertain class audience and instruct actors 	<ul style="list-style-type: none"> Narrative - Fiction from our Literary Heritage (CS Lewis) To entertain peers Diary Writing - Battle of Hastings To inform, document and entertain – visitors to Poetry - War poetry To entertain and inform family at home (not in combat) 	<ul style="list-style-type: none"> Narrative - Science Fiction Short Stories To entertain - peers Performance Poetry: Highwayman To entertain – sharing assembly performance Space Poetry To entertain – publication in class book to share with other year groups 	<ul style="list-style-type: none"> Instructions To instruct and inform Narrative - Clockwork To entertain other year groups p publication (blog) Biographical Cartoon – Corpse Talk: Adam Murphy 	<ul style="list-style-type: none"> Persuasive writing To persuade and inform – residents of Hedge End Non-Chronological Reports - conservation of chosen species To inform with bias – fundraising and conservation awareness for children 	<ul style="list-style-type: none"> Stories from other cultures – Mal Peet To entertain – other year groups Narrative/descriptive writing – Secret Garden To entertain – peers and the public (class blog) Explanation – creature lifecycle To inform visitors to Celebration
EXTENDED WRITING / WRITE-ON including SITE OF APPLICATION OPPORTUNITY SUGGESTIONS	<ul style="list-style-type: none"> Critical response to theatrical performance Setting description (theatrical scenery) Diary Entry - in role as character from Macbeth Persuasive letter writing in role as condemned Protestant/proposal for castle design commission Recount - chosen historical period 	<ul style="list-style-type: none"> Playscript - conversion from narrative Plan report and present filmed documentary Explanation/Justified Opinion (impact of which monarch?) Letter writing in role - Mary Rose trip link Poetry - war poems Celebration event letter home (invitation) 	<ul style="list-style-type: none"> Poetry - Space poem Science fiction short story Descriptive paragraph in role Discussion 	<ul style="list-style-type: none"> Moon-landings newspaper report Advertisement design - space board games Poetry Reported speech in narrative - Highwayman report Narrative: New chapter for classic story (TL,TW&TW) 	<ul style="list-style-type: none"> Instructions Persuasive letter - anti-littering Descriptive paragraph in first person Conservation magazine report Narrative 	<ul style="list-style-type: none"> Persuasive Fundraising petition letters Descriptive writing Non-chronological Reports
READING	Black text: National Curriculum statements; Bold/italics : National Curriculum statements (NAHT KPI); Red text : Hampshire additional guidance					
Word Reading	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 					
Themes and Conventions	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and show some awareness of the various purposes for reading by using, selecting and reading books that are structured in different ways for the appropriate purposes Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in a wide range of writing e.g. 'heroism' or 'loss', across a range of age-appropriate texts, explaining the theme in the context of the writing Discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc. 		<ul style="list-style-type: none"> Identify how presentational and organisational choices vary according to the form and purpose of the writing Draw meaning from a range of presentational devices in non-fiction texts 	<ul style="list-style-type: none"> Make simple links between age-appropriate texts and their audience, purpose, time and culture drawing on a good knowledge of authors 		
Comprehension- Clarify	<ul style="list-style-type: none"> Ask pertinent and helpful questions to improve their understanding of a text Use contextual and genre knowledge to determine alternate meanings of known words 					
Comprehension- Monitor and Summarise	<ul style="list-style-type: none"> Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Distinguish between statements of fact and opinion and understand why this is important to interpreting the text Identify main ideas drawn from more than one paragraph and summarise these, identifying the key details that support the main idea Summarise the main ideas drawn from more than one paragraph (or text), identifying key details that support the main ideas within an age-appropriate text 		<ul style="list-style-type: none"> Use reference to language, structural and presentational features to support understanding of age-appropriate texts 	<ul style="list-style-type: none"> Understand what they read, in books they can read independently Summarise main ideas in a series of sentences from more than one place within an age-appropriate text using own words and key details from the text that support the main ideas 		
Comprehension- Select and Retrieve	<ul style="list-style-type: none"> Retrieve and record information from non-fiction by using features to locate information e.g. contents, indices, subheadings Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen Retrieve, record and present information from non-fiction extracting information from age-appropriate texts and make notes using quotation and reference to the text 			<ul style="list-style-type: none"> Extract information from the text and make notes using own words, key vocabulary and other references to the text 		
Comprehension- Respond and Explain	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Identify and explain the author's point of view with reference to the text Make comparisons within and across books by comparing information, characters or events within and between age-appropriate texts Provide reasoned justifications for their views 		<ul style="list-style-type: none"> Consider the similarities and differences in approaches taken and viewpoints of authors and of fictional characters Identify how presentational and organisational choices vary according to the form and purpose of the writing Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books Explain and justify comparisons within and between books with reference to key details 		
Inference	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text and wider experiences Make predictions and express opinions, explaining and justifying these with reference to the text 		<ul style="list-style-type: none"> Refer accurately to elements from across the text to support predictions and opinions Begin to make links between the authors' use of language and the inferences drawn 			
Language for Effect	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning, giving relevant examples to illustrate Identify and comment on genre-specific language features used in age-appropriate texts, e.g. related language to convey information in a non-fiction text Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification, 		<ul style="list-style-type: none"> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Discuss and evaluate the intended impact of the language used with reference to the text 			

	with reference to the text					
WRITING Black text: National Curriculum statements; <i>Bold/italics</i> : National Curriculum statements (NAHT KPI); Red text : Hampshire additional guidance						
VOCABULARY, GRAMMAR AND PUNCTUATION	<ul style="list-style-type: none"> •Proof-read for spelling and punctuation errors •Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) •Use modal verbs or adverbs to indicate degrees of possibility <i>might, should, will, must</i> •Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register •Use commas to clarify meaning or avoid ambiguity in writing •Colons for play scripts 	<ul style="list-style-type: none"> •Convert nouns or adjectives into verbs using ‘-ate’, ‘-ise’ or ‘-ify’ •Indicate degrees of possibility using adverbs <i>perhaps, surely</i> •Connectives to build cohesion •Use the perfect form of verbs to mark relationships of time and cause •Ensure the consistent and correct use of tense throughout a piece of writing •Uses relative pronouns <i>who/which//that /whom /whose</i> •Tense choice generally appropriate with verb forms adapted •Embellishing simple sentences •Secure use of compound sentences 	<ul style="list-style-type: none"> •Use brackets, dashes or commas to indicate parenthesis •Verb prefixes - dis-, ‘de-’, ‘mis-’, ‘over-’ and ‘re-’ •Start a sentence with an expanded ‘-ed’ clause: <i>Frightened of the dark, Tom hid under the bed all night</i> •Start a complex sentence with a subordinate clause •Metaphors •Personification •Onomatopoeia •Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i> 	<ul style="list-style-type: none"> •Moving parts of sentences around to create different effects •Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter... Far beneath the frozen soil...</i> •Embedded ‘-ed’ clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i> 	<ul style="list-style-type: none"> •Technical language •Rhetorical questions •Exemplification: To summarise, to sequence, results •Colons to start a list •Future tense verbs 	
TRANSCRIPTION	<ul style="list-style-type: none"> •Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 •Use dictionaries to check the spelling and meaning of words •Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary •Use a thesaurus 	<ul style="list-style-type: none"> •Use further prefixes and suffixes and understand the guidance for adding them •Spell some words with ‘silent’ letters •Continue to distinguish between homophones and other words which are often confused 				
COMPOSITION AND EFFECT	<ul style="list-style-type: none"> •Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own •Note and develop initial ideas, drawing on reading and research where necessary e.g. <i>consider how authors develop characters and setting to help their factual and fictional writing respectively</i> •Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning •Evaluate and edit by assessing the effectiveness of their own and others’ writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning •Use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> •In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action •Detail / events are supported through elaboration and use of appropriate vocabulary, e.g. technical, precise/vivid language according to the writing purpose and genre •Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> •Content is balanced, e.g. <i>between action and dialogue, fact and comment</i> •Viewpoint is established and generally maintained •Draft and write by précising longer passages •Editing sentences by either expanding or reducing for meaning and effect 	<ul style="list-style-type: none"> •Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 		
TEXT STRUCTURE AND ORGANISATION	<ul style="list-style-type: none"> •Use further organisational and presentational devices to structure text and to guide the reader •Related events or ideas organised into paragraphs or sections to support the content of the writing for a range of purposes 	<ul style="list-style-type: none"> •Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences •Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>) 	<ul style="list-style-type: none"> •Draft and write by using a wide range of devices to build cohesion within and across paragraphs 		<ul style="list-style-type: none"> •Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences 	
SENTENCE STRUCTURE	<ul style="list-style-type: none"> •Tense choice generally appropriate; some variation of modal verbs to express possibility 	<ul style="list-style-type: none"> •Sentences are mostly grammatically sound, e.g. correct subject/verb agreement, security of tense and person 	<ul style="list-style-type: none"> •Sentences are mostly grammatically sound, e.g. correct use of subordination 	<ul style="list-style-type: none"> •Sentence structure varied in line with the expectations of English Appendix 2 		
SPEAKING AND LISTENING	<ul style="list-style-type: none"> •Performance of playscripts •Discussion of explanation texts •Critical evaluation of performances •LTE activities 	<ul style="list-style-type: none"> •Performance and recording of video documentary •Discussion of project question •Celebration event presentation •LTE activities 	<ul style="list-style-type: none"> •Performance poetry •Recording of short stories •LTE activities 	<ul style="list-style-type: none"> •Highwayman report performance •Celebration event presentation •Advertisement recording •LTE activities 	<ul style="list-style-type: none"> •Performance of narrative •Discussion of conservation principles •LTE activities 	<ul style="list-style-type: none"> •Performance of stories from other cultures •Recording of fundraising adverts •Celebration event presentation •LTE activities
SPECIAL EVENTS	<ul style="list-style-type: none"> •Battle of Hastings Re-enactment •Young Shakespeare Theatre Company performance 	<ul style="list-style-type: none"> •Mary Rose Trip •Celebration event (which monarch had the greatest impact upon life in England?) 	<ul style="list-style-type: none"> •Travelling Planetarium visit 	<ul style="list-style-type: none"> •Lost In Space Celebration Event 	<ul style="list-style-type: none"> •Monkey World trip 	<ul style="list-style-type: none"> •Celebration event (fundraising event)