

Garden Suburb Junior School

English Curriculum Overview 2019 – 2020

Year Group: 5



Our English curriculum aims to ensure all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



	Autumn 1		Autumn 2	
Genre / Text Type	Recount	Poetry	Narrative	Letters
Possible Novels / Extracts	Coming to England - Floella Benjamin Real life extracts about the Windrush generation (various newspaper articles).	Windrush Child – John Agard The British – Benjamin Zephaniah A is for Africa The Magic Box – Kit Wright	Treason - Berlie Doherty Information texts about the Tudors	Letter from a Spanish school John Lewis Advert
Reading	To find information in a non-fiction text To read with increased fluency To discuss books from other cultures To draw inferences To infer meaning To perform a range of poetry by heart, performing it with intonation, gesture and changes in volume		To find information in a non-fiction text To justify inferences with evidence To comment on an author's use of language To sequence events To discuss the layout of a text To find the meaning of unfamiliar words	
Punctuation and Grammar	To identify and use adjectives, verbs and adverbs to add interest and detail To start sentences in different ways using DADWAVER. To identify prepositions. To identify the progressive form of verbs. To identify and use different types of nouns.		To use inverted commas to punctuate dialogue accurately. To identify pronouns. To be able to write in the first and third person. To use pronouns appropriately. To identify different clauses and vary their positions for effect. To identify use of apostrophes (possession and contractions) To use semi-colons, colons or dashes to mark boundaries between clauses. Focus on adjectives for description and precision (classifiers and describers). To identify and use adverbials and prepositional phrases.	
Spelling	To spell words with -cious and -tious endings To spell words with -cial and -tial endings To spell words with -ant, -ance/-ancy endings To spell words with -able/-ible/- endings To spell words with -ably and -ibly endings Adding suffixes with vowel letters words ending in fer		To spell words with the /i/ sound spelt ei To spell words containing the letter-string ough To spell words with 'silent' letters To spell words homophones and other words that are often confused To spell words ending in -cious To spell words ending in -tious	



	Spring 1		Spring 2	
Genre / Text Type	Persuasive writing (including speeches)	Newspaper reports	Non chronological reports	Playscripts
Possible Novels / Extracts	Treason The Poetry Box by Kit Wright Letter from Anne Boleyn Speeches that changed the world	Newspaper article about Richard III	Roald Dahl autobiography Reports about mini beasts	James and the Giant Peach
Reading	To perform poetry To explore effective word choices Summarise ideas drawn from more than one paragraph To find information in a non-fiction text To distinguish between fact and opinion To draw inferences To evaluate how language and structure contribute to meaning To provide reasoned justification for their views		To find information in a non-fiction text To draw inferences To identify and discuss themes To discuss the understanding and meaning of words in context To use inference and justify with evidence To summarise the main ideas from across more than one paragraph To explore language choices	
Punctuation and Grammar	To use capital letters for proper nouns, bullet points, and sub headings To use persuasive devices to create a leaflet Correct use of quotes using inverted commas To explore effective word choices Speech/quotation marks, semi colons, brackets and colons. To understand the types of adjectives and nouns To use coordinating and subordinating conjunctions To understand and use types of adverbs		To use correct layout of scripts- use of colon and brackets for directions To understand the types of adjectives, adverbs and verbs To use different sentence structures To use prepositional phrases To use apostrophes for possession and omission	
Spelling	Adding suffixes beginning with vowel letters to words of more than one syllable Prefixes - in, un, dis and mis Suffixes - ation, ly, ous, sure and ture		The i sound spelt y The u sound spelt ou Before a root word starting with l, in- becomes il Before a root word starting with m or p, in- becomes im Before a root word starting with r, in- becomes ir	



	Summer 1		Summer 2	
Genre / Text Type	Reviews x2 Narrative (Harris Burdick) Literacy Shed	Instructions	Biographies	Letter writing
Possible Novels / Extracts	film clip Little Red riding Hood Taking Flight Literacy Shed The Chronicles of Harris Burdick	Variety of recipes (linked to D.T Healthy eating)	Wassily Kandsinsky Biography Neil Armstrong's biography Katie Bowman – Black Hole	To Year 4 about Year 5 To Year 6 about the production
Reading	To support inferences with evidence To make predictions supported with evidence		To comment on the structure of a text. To discuss the authors use of language	
Punctuation and Grammar	To use persuasive features in a review: power of three and repetition and superlatives To use rhetorical questions and hyperbole To use Contrasting conjunctions To use DADWAVERS to vary sentence starters To use adverbials to build cohesion		To use parenthesis (brackets, dashes, commas) to add detail To use relative clauses To use precise vocabulary To use a variety of sentence starters To be able to write in Standard English To use modal verbs	
Spelling	Homophones and homonyms To use verb prefixes [for example, dis-, de-, mis-, over- and re-]		To revise strategies for learning spellings To convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	