

# English Curriculum Overview Year 5



The teaching of English at The Hills Academy covers reading (including word reading and comprehension) and writing (including spellings, grammar, handwriting and composition).

Talk for Writing implementation – the Talk for Writing approach is being embedded into writing lessons from September 2023 beginning in Year 2 and EYFS. The Talk for Writing approach will then be built into other year groups in the following academic years.

**Teaching spellings: Year 2-6 follow the No Nonsense Spelling overview to teach spelling patterns on a rotation of 2 spelling starters in English lesson's one week and 3 spelling starters in English lesson's the next week. National Curriculum spellings including common exception words and high frequency words are also taught regularly in English lessons.**

**Teaching guided reading: Year 1 have weekly guided reading lessons using VIPERS strands (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence). Year 2 – 6 have guided reading lessons weekly in Autumn 1 and then fortnightly from Autumn 2 using VIPERS strands, alternating with reading skills discussion lessons.**

**Children working below age-related expectations – teachers should check children's gaps in previous year group's learning and ensure that these targets are met before children begin working on their current year group targets e.g., if a Year 2 child is not yet secure on Year 1 writing targets, they should focus on those targets first before attempting Year 2 targets.**

**Adapting weeks to suit each academic year – the number of weeks in each academic year may slightly change (e.g. autumn term may have 15 weeks instead of 14 weeks in some academic years). Class teachers should adapt the overviews accordingly depending on the length of each term and discuss and agree this with the English coordinator or SLT members if needed.**

***Genres and books used may be adapted throughout the year to suit changes in planning made by teachers. Please ensure the English coordinator is made aware of any changes.***

# Year 5: Autumn Term Writing



<u>Weeks 1 &amp; 2</u>	<u>Weeks 3 &amp; 4</u>	<u>Weeks 5 &amp; 6</u>	<u>Week 7</u>	<u>Weeks 8 &amp; 9</u>	<u>Weeks 10 &amp; 11</u>	<u>Week 12</u>	<u>Week 13</u>	<u>Week 14</u>
<u>Fiction</u>	<u>Non-Fiction</u>	<u>Non-Fiction</u>	<u>Fiction</u>	<u>Fiction</u>	<u>Fiction</u>	<u>Fiction</u>	<u>Narrative</u>	<u>Fiction</u>
<b>Genre/plot:</b> Diary entry	<b>Genre/plot:</b> Explanation text	<b>Genre:</b> Balanced argument	<b>Genre:</b> Character description	<b>Genre:</b> Own narrative – villains	<b>Genre:</b> Chapter from an alternative perspective	<b>Genre:</b> Alternative ending	<b>Whole school writing project.</b>	<b>Genre:</b> Alternative ending continued
<b>Hooks and books:</b>	<b>Hooks and books:</b>	<b>Hooks and books:</b>	<b>Hooks and books:</b>	<b>Hooks and books:</b>	<b>Hooks and books:</b>	<b>Hooks and books:</b>	<b>Year 1-6 will be given the same stimulus to write a narrative to show the progression in writing across the school.</b>	<b>Hooks and books:</b>
<ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul>	<ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul>	<ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul>	<ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul>	<ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul>	<ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> <li>• <b>Eye of the Storm (video)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul>		<ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul>
<p>Children will write their own diary entry based on the novel.</p> <p>Children will draft and write by using appropriate grammar, vocabulary and devices to build cohesion.</p> <p>Children will evaluate, edit and proof read their writing.</p>	<p>Children will write an explanation text based on their own mechanical linking to the novel.</p> <p>Children will explore the features of an explanation text.</p> <p>Children will link ideas using paragraphs.</p> <p>Children will draft, evaluate, edit and proof read their writing.</p>	<p>Children will write a balanced argument on a topic of their choice.</p> <p>Children will explore the features of a balanced argument.</p> <p>Children will draft, evaluate, edit and proof read their writing.</p>	<p>Children will write a character description based on a image based stimulus linking to the novel.</p> <p>Children will use similes, metaphors and alliteration to choose rich vocabulary to write their description.</p> <p>Children will draft and write by using appropriate grammar, vocabulary and devices to build cohesion.</p>	<p>Children will write their own narrative based on a villain character.</p> <p>Children will draft and write their narrative building on cohesion.</p> <p>Children will plan considering the audience and purpose of the writing.</p> <p>Children will discuss how authors use language.</p>	<p>Children will write a narrative based on an alternative point of view.</p> <p>Children will use relative clauses, a range of punctuation and link their ideas across paragraphs.</p> <p>Children will edit and improve their writing.</p>	<p>Children will write an alternative ending based on the novel.</p> <p>Children will draft, plan and write selecting appropriate grammar, vocabulary and link ideas across paragraphs.</p>	<p><b>Narrative options:</b></p> <p><b>Short story, fairytale, journey story, poem, diary.</b></p>	<p>Children will write an alternative ending based on the novel.</p> <p>Children will draft, plan and write selecting appropriate grammar, vocabulary and link ideas across paragraphs.</p>

# Year 5: Spring Term Writing



<u>Weeks 1 - 3</u>	<u>Weeks 4 &amp; 5</u>	<u>Week 6</u>	<u>Weeks 7 &amp; 8</u>	<u>Week 9 &amp; 10</u>	<u>Week 11</u>
<p><b><u>Fiction</u></b></p> <p><b>Genre/Plot: Adventure narrative</b></p> <p><b>Hooks and books: Black Powder by Ally Sherrick</b></p> <p>Children will begin to read the novel Black Powder and use the story as a hook for their writing.</p> <p>Children will discuss the structure of the story and discuss the different language used to describe and create suspense and tension.</p> <p>Children will draft, plan and write their own adventure story.</p> <p>Children will use devices to build cohesion and link ideas across paragraphs.</p> <p>Children will discuss and evaluate how authors use language.</p>	<p><b><u>Non-Fiction</u></b></p> <p><b>Genre/Plot: Persuasive letter</b></p> <p><b>Hooks and books: Black Powder by Ally Sherrick/Free choice</b></p> <p>Children will discuss the features of persuasive writing and understand the audience and purpose.</p> <p>Children will plan, draft and write their own persuasive letter (using Black Powder as a stimulus – writing as Tom to persuade the King to release his father from prison).</p> <p>Children will edit and improve their writing.</p> <p>Children will use relative clauses beginning with who, which, where, when, whose.</p> <p>Children will link ideas across paragraphs and indicate degrees of possibility using adverbs.</p>	<p><b><u>Fiction</u></b></p> <p><b>Genre/Plot: Portal narrative</b></p> <p><b>Hooks and books: Black Powder by Ally Sherrick</b></p> <p>Children will use a stimulus of different doors to create their own portal story.</p> <p>Children will link ideas across paragraphs using adverbials of time and use commas to clarify meaning or avoid ambiguity.</p> <p>Children will draft and write by selecting appropriate grammar and vocabulary.</p> <p>Children will draft and write a narrative including setting descriptions, character descriptions and language to create atmosphere.</p>	<p><b><u>Non-Fiction</u></b></p> <p><b>Genre/Plot: Balanced Argument</b></p> <p><b>Hooks and books: Black Powder by Ally Sherrick</b></p> <p>Children will identify the features of a balanced argument.</p> <p>Children will identify and use casual conjunctions in their writing.</p> <p>Children will use parenthesis in their writing.</p> <p>Children will discuss the topic of ‘quarrying’ and plan and write their own balanced argument based on this topic.</p> <p>Children will research their own topic for a balanced argument and identify arguments for and against before planning and writing.</p>	<p><b><u>Non-Fiction</u></b></p> <p><b>Genre/Plot: Biography</b></p> <p><b>Hooks and books: Black Powder by Ally Sherrick</b></p> <p>Children will research a significant person from history to create a biography (Rosa Parks, Guy Fawkes, Henry VIII).</p> <p>Children will organise their research into subheadings.</p> <p>Children will use devices to build cohesion, indicate degrees of possibility using adverbs and link ideas in paragraphs with adverbials of time.</p> <p>Children will use different verb forms with accuracy.</p> <p>Children will plan, draft, write and edit their biography writing.</p>	<p><b>Genre/Plot: Poetry</b></p> <p><b>Hooks and books: The Highway Man</b></p> <p><i>Depending on term length – this week to be used for poetry.</i></p>

# Year 5: Summer Term Writing



<u>Week 1 - 3</u>	<u>Week 4 &amp; 5</u>	<u>Week 6 &amp; 7</u>	<u>Week 8 &amp; 9</u>	<u>Week 10 &amp; 11</u>	<u>Week 12</u>
<p align="center"><b><u>Fiction</u></b></p> <p><b>Genre/Plot: Setting descriptions – suspense writing</b></p> <p><b>Hooks and books:</b></p> <ul style="list-style-type: none"> <li>• <b>Alma (Literacy Shed), Diagon Alley (Harry Potter and The Philosopher’s Stone) and The Nowhere Emporium</b></li> </ul> <p>Children will begin to read Harry Potter and The Philosopher’s Stone.</p> <p>Children will explore other media and books to support suspense writing.</p> <p>Children will link ideas across paragraphs and use adverbs.</p> <p>Children will draft and write using devices to build cohesion.</p> <p>Children will plan suspense narratives and setting descriptions by identifying the audience and purpose of writing, and choosing appropriate grammar and vocabulary.</p> <p>Children will evaluate, proof-read and edit.</p>	<p align="center"><b><u>Non-Fiction</u></b></p> <p><b>Genre/Plot: Diary entry</b></p> <p><b>Hooks and books:</b></p> <ul style="list-style-type: none"> <li>• <b>Sorting Hat (Harry Potter and The Philosopher’s Stone)</b></li> </ul> <p>Children will continue to read Harry Potter and The Philosopher’s Stone and focus on the sorting hat to write a diary entry.</p> <p>Children will explore the features of a diary and focus on using relative clauses (who, which, where, when, whose, that), appropriate grammar and vocabulary and link ideas across paragraphs.</p> <p>Children will plan, draft and write a diary entry using the novel as a hook for ideas.</p> <p>Children will draw inferences on characters’ feelings.</p>	<p align="center"><b><u>Non-Fiction</u></b></p> <p><b>Genre/Plot: Instructions</b></p> <p><b>Hooks and books:</b></p> <ul style="list-style-type: none"> <li>• <b>Potions inspired by Harry Potter</b></li> </ul> <p>Children will continue to read Harry Potter and The Philosopher’s Stone and use this to write instructions to create a potion.</p> <p>Children will use commas to clarify meaning, use devices to build cohesion and link ideas across paragraphs using adverbials of time.</p> <p>Children will draft and write instructions.</p>	<p align="center"><b><u>Non-Fiction</u></b></p> <p><b>Genre/Plot: Newspaper report</b></p> <p><b>Hooks and books:</b></p> <ul style="list-style-type: none"> <li>• <b>Quidditch - Harry Potter and The Philosopher’s Stone</b></li> </ul> <p>Children will continue to read Harry Potter and The Philosopher’s Stone and use chapter 11, focusing on the Quidditch game, to write a newspaper.</p> <p>Children will use commas to clarify meaning and use brackets, dashes or commas to indicate parenthesis.</p> <p>Children will draft and write by using further organisational and presentational devices to structure text.</p> <p>Children will evaluate, edit and proof read.</p>	<p align="center"><b><u>Non-Fiction</u></b></p> <p><b>Genre/Plot: Non Chronological Report</b></p> <p><b>Hooks and books:</b></p> <ul style="list-style-type: none"> <li>• <b>Harry Potter and The Philosopher’s Stone</b></li> </ul> <p>Children will continue to read Harry Potter and The Philosopher’s Stone and use chapter 14 to create their own magical creature as a hook for a report.</p> <p>Children will indicate degrees of possibility using adverbs, use devices to build cohesion and link ideas across paragraphs using adverbials of time.</p> <p>Children will use commas to clarify meaning and use brackets, dashes or commas to indicate parenthesis.</p> <p>Children will draft and write by précising longer passages.</p> <p>Children will use diferent verb forms mostly accurately.</p> <p>Children will evaluate, edit and proof read.</p>	<p align="center"><b><u>Fiction</u></b></p> <p><b>Genre/Plot: Alternative ending</b></p> <p><b>Hooks and books:</b></p> <ul style="list-style-type: none"> <li>• <b>Harry Potter and The Philosopher’s Stone</b></li> </ul> <p>Children will discuss and evaluate how authors use language.</p> <p>Children will identify and discuss themes.</p> <p>Children will plan, develop ideas and write with appropriate grammar and vocabulary.</p> <p>Children will plan, draft and edit an alternative ending to the novel.</p> <p align="center"><b>Some summer term units dependent on KS2 residential dates/assessment weeks</b></p>