

ENGLISH UNIT OVERVIEWS 2020-2021

Year 5: Unit 1 - Action Scene								
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary				
<p><b>WR –</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Comp –</b></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 2</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4</li> <li>predicting what might happen from details stated and implied 5</li> </ul> <p>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</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and <b>advance the action</b>.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing.</li> <li>Use dictionaries to check the spelling and meaning of new words</li> </ul>	<p><b>G:</b></p> <p>Stage directions in speech (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p>Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees</p> <p><b>P:</b> using commas to clarify meaning or avoid ambiguity in writing</p> <ul style="list-style-type: none"> <li>Direct speech Inverted commas</li> </ul>	<p><b>Sp:</b></p> <table border="1"> <tr> <td>-cious</td> </tr> <tr> <td>-ious -tious</td> </tr> <tr> <td>short /i/ spelt ‘y’</td> </tr> <tr> <td>long /i/ spelt ‘y’</td> </tr> </table> <p><b>H:</b> Units 1-4 joining to and from the letter r</p> <p>Ensuring letters are consistent in height and size</p> <p>Developing fluency</p> <p>Ensuring the letter t is at the correct height</p>	-cious	-ious -tious	short /i/ spelt ‘y’	long /i/ spelt ‘y’	<p><b>R:</b></p> <p>purpose predict</p> <p><b>W:</b></p> <p>atmosphere adverbials clause dialogue</p>
-cious								
-ious -tious								
short /i/ spelt ‘y’								
long /i/ spelt ‘y’								

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Year 5: Unit 2 – Poetry						
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary		
<p><b>WR –</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Comp –</b></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 7</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>asking questions to improve their understanding</li> <li>identifying how language, structure and presentation contribute to meaning 7</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p><b>G –</b> metaphor Personification onomatopoeia</p> <p><b>P –</b> hyphenated adjectives e.g. good-looking</p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Sp –</b></p> <table border="1"> <tr> <td>homophones and near homophones</td> </tr> <tr> <td>homophones and near homophones</td> </tr> </table> <p><b>H –</b> units 5 &amp; 6 Forming and joining the letter s Practising break letters</p>	homophones and near homophones	homophones and near homophones	<p><b>R:</b> intonation</p> <p>tone</p> <p>volume</p> <p><b>W:</b> metaphor</p> <p>Personification</p> <p>onomatopoeia</p> <p>hyphen</p>
homophones and near homophones						
homophones and near homophones						

Year 5: Unit 3 – Explanation Text							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p><b>WR –</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Comp –</b></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes 2</li> <li>identifying and discussing themes and conventions in and across a wide range of writing 6</li> <li>making comparisons within and across books 8</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 1</li> <li>asking questions to improve their understanding</li> <li>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 3</li> <li>identifying how language, structure and presentation contribute to meaning 7</li> </ul> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<p><b>G:</b> recognising vocabulary and structures that are appropriate for formal speech and writing using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p><b>P:</b> using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently</p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Sp:</b></p> <table border="1"> <tr> <td>silent letters</td> </tr> <tr> <td>silent letters</td> </tr> <tr> <td>modal verbs</td> </tr> </table> <p><b>H:</b> units 9 &amp; 10 – forming ascenders accurately</p>	silent letters	silent letters	modal verbs	<p><b>R:</b></p> <p>themes and conventions</p> <p>summarise</p> <p>retrieve</p> <p><b>W:</b></p> <p>appropriate</p> <p>semi-colon</p> <p>colon</p> <p>dash</p> <p>bullet points</p>
silent letters							
silent letters							
modal verbs							

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Year 5: Unit 4 – Meeting Tale								
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary				
<p><b>WR –</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Comp –</b></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 2</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4</li> </ul> <p>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</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>proof-read for spelling and punctuation errors</li> </ul>	<p><b>G:</b> Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature. Drop in –‘ed’ clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p><b>P:</b> Commas for sentence of 3 – description, action using brackets, dashes or commas to indicate parenthesis</p>	<p><b>Sp:</b></p> <table border="1"> <tr> <td>-ment</td> </tr> <tr> <td>adverbs of possibility and frequency</td> </tr> <tr> <td>Statutory spelling list</td> </tr> <tr> <td>assess and review</td> </tr> </table> <p><b>H:</b> units 12 and 13 – the letters k and y</p>	-ment	adverbs of possibility and frequency	Statutory spelling list	assess and review	<p><b>R:</b> inference</p> <p><b>W:</b> elaboration</p> <p>adverbial phrases</p> <p>relative clause</p>
-ment								
adverbs of possibility and frequency								
Statutory spelling list								
assess and review								

Year 5: Unit 5 – Fantasy (building suspense)							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p><b>WR –</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Comp –</b></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 2</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4</li> <li>predicting what might happen from details stated and implied 5</li> </ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<p><b>G:</b> Use of a well-chosen and well-placed adjective/adverb</p> <p>Short. simple sentences to slow or still the action; longer, complex sentences to add detail</p> <p>Variety of openers—dramatic adverbial openers; prepositional openers</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Use of empty words to suggest/hint; onomatopoeia to create a sudden sound; rhetorical questions to make the reader think and wonder</p> <p><b>These three don’t need actual lessons – just discussion.</b></p> <p><b>P:</b> Ellipsis to leave a thought hanging</p> <p>Dialogue to convey character</p>	<p><b>Sp:</b></p> <table border="1"> <tr> <td>-ity suffix</td> </tr> <tr> <td>-ness suffix</td> </tr> <tr> <td>-ship suffix</td> </tr> </table> <p><b>H:</b> units 16, 18</p>	-ity suffix	-ness suffix	-ship suffix	<p><b>R:</b></p> <p>inference</p> <p>evidence</p> <p>predict</p> <p><b>W:</b></p> <p>convert</p> <p>empty words</p> <p>ellipsis</p> <p>dialogue</p>
-ity suffix							
-ness suffix							
-ship suffix							

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Year 5: Unit 6 – Fantasy (with suspense)							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p><b>WR –</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Comp –</b></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied 5</li> </ul> <p>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</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<p><b>G:</b> Use of a well-chosen and well-placed adjective/adverb</p> <p>Short. simple sentences to slow or still the action; longer, complex sentences to add detail</p> <p>Variety of openers—dramatic adverbial openers; prepositional openers</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Use of empty words to suggest/hint; onomatopoeia to create a sudden sound; rhetorical questions to make the reader think and wonder</p> <p><b>These three don’t need actual lessons – just discussion.</b></p> <p><b>P:</b> Ellipsis to leave a thought hanging</p> <p>Dialogue to convey character</p>	<p><b>Sp:</b></p> <table border="1"> <tr> <td>homophones and near homophones</td> </tr> <tr> <td>homophones and near homophones</td> </tr> <tr> <td>homophones and near homophones</td> </tr> </table> <p><b>H:</b> 19 &amp; 20</p>	homophones and near homophones	homophones and near homophones	homophones and near homophones	<p><b>R:</b></p> <p>predict</p> <p><b>W:</b></p> <p>convert</p> <p>empty words</p> <p>ellipsis</p> <p>dialogue</p>
homophones and near homophones							
homophones and near homophones							
homophones and near homophones							

Year 5: Unit 7 – Poetry						
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary		
<p><b>WR –</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Comp –</b></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in and across a wide range of writing 6</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 7</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4</li> </ul> <p>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</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p><b>G:</b> metaphor Personification Onomatopoeia Grammar relevant to chosen poem</p> <p><b>P:</b> how does punctuation differ in a poem or across poems?</p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Sp:</b></p> <table border="1"> <tr> <td>/or/ spelt ‘au’</td> </tr> <tr> <td>convert noun/adj to verb with suffix -ate</td> </tr> </table> <p><b>H:</b> clear, accurate and presentable handwriting at speed</p>	/or/ spelt ‘au’	convert noun/adj to verb with suffix -ate	<p><b>R:</b> intonation tone volume</p> <p><b>W:</b> metaphor Personification onomatopoeia hyphen</p>
/or/ spelt ‘au’						
convert noun/adj to verb with suffix -ate						

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Year 5: Unit 8 – Discussion							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p><b>WR –</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Comp –</b></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes 2</li> <li>identifying and discussing themes and conventions in and across a wide range of writing 6</li> <li>making comparisons within and across books 8</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 1</li> <li>asking questions to improve their understanding</li> <li>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas 3</li> <li>identifying how language, structure and presentation contribute to meaning 7</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>Provide reasoned justifications for their views</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul>	<p><b>G:</b> Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</p> <p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p><b>P:</b> Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Sp:</b></p> <table border="1"> <tr> <td>convert noun/adj to verb with suffix -ise</td> </tr> <tr> <td>convert noun/adj to verb with suffix -ify</td> </tr> <tr> <td>convert noun/adj to verb with suffix -en</td> </tr> </table> <p><b>H:</b> Assess and review – Over these three weeks you are not being directed to a specific Nelson unit. What do <b>your</b> kids need? Meet those needs.</p>	convert noun/adj to verb with suffix -ise	convert noun/adj to verb with suffix -ify	convert noun/adj to verb with suffix -en	<p><b>R:</b></p> <p>summarise</p> <p>identify</p> <p>evaluate</p> <p>retrieve</p> <p>justification</p> <p><b>W:</b></p> <p>cohesion</p> <p>subordination</p> <p>clauses</p> <p>ambiguity</p> <p>compound</p>
convert noun/adj to verb with suffix -ise							
convert noun/adj to verb with suffix -ify							
convert noun/adj to verb with suffix -en							

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Year 5: Unit 9 – Overcoming the monster tale								
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary				
<p><b>WR –</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Comp –</b>  <b>Maintain positive attitudes to reading and an understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 2</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied 5</li> </ul> <p><b>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</b></p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<p><b>G:</b> Use of a variety of fronted adverbials to give the reader further details and signpost what is to come in the sentence            Varying sentence patterns (manipulation of grammatical structures) to keep the reader engaged (e.g. '-ed-ing')            Use of a run of empty words to build tension</p> <p><b>P:</b> Semi-colon to join linked sentences            Full range of punctuation to guide the reader</p>	<p><b>Sp:</b></p> <table border="1"> <tr> <td>assess and review (previous half term)</td> </tr> <tr> <td>'ough'</td> </tr> <tr> <td>'ough'</td> </tr> <tr> <td>adverbials of time and place</td> </tr> </table> <p><b>H:</b>            Units 26 and 27            Presentation and difficult joins. 2 weeks on each</p>	assess and review (previous half term)	'ough'	'ough'	adverbials of time and place	<p><b>R:</b>            predict</p> <p>familiarity</p> <p><b>W:</b>            fronted adverbials</p> <p>empty words</p> <p>semi-colon</p>
assess and review (previous half term)								
'ough'								
'ough'								
adverbials of time and place								

ENGLISH UNIT OVERVIEWS 2020-2021

Year 5: Unit 10 – Poetry							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p><b>WR –</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Comp –</b></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>making comparisons within and across books 8</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 7</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 1</li> </ul> <p>Provide reasoned justifications for their views</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p><b>G:</b> metaphor Personification Onomatopoeia Grammar relevant to chosen poem</p> <p><b>P:</b> how does punctuation differ in a poem or across poems?</p>	<p><b>Sp:</b></p> <table border="1"> <tr> <td>/ear/ spelt 'ere'</td> </tr> <tr> <td>statutory spelling list</td> </tr> <tr> <td>assess and review</td> </tr> </table> <p><b>H:</b> unit 28 – looking at different handwriting styles and perfecting one's own handwriting style.</p>	/ear/ spelt 'ere'	statutory spelling list	assess and review	<p><b>R:</b> intonation tone volume</p> <p><b>W:</b> metaphor Personification onomatopoeia hyphen</p>
/ear/ spelt 'ere'							
statutory spelling list							
assess and review							

Year 5: Unit 11 – Playscript							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p><b>WR –</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Comp –</b></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 7</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning 7</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>precising longer passages</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li></li> </ul>	<p><b>G:</b> Developed use of technical language Verb prefixes (e.g. dis-, de-, mis-, over- and re-) <b>P:</b> Apostrophe contractions/ possession Colon – instructions Parenthesis / bracket / dash</p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>Sp:</b></p> <table border="1"> <tr> <td>unstressed vowels in polysyllabic words</td> </tr> <tr> <td>verb prefixes re- and de-</td> </tr> <tr> <td>verb prefix over-</td> </tr> </table> <p><b>H:</b> unit 7 – playscripts. Encourage children to focus on their own personal flare to handwriting here</p>	unstressed vowels in polysyllabic words	verb prefixes re- and de-	verb prefix over-	<p><b>R:</b> language  structure  meaning</p> <p><b>W:</b> 'technical' language  colon  apostrophe</p>
unstressed vowels in polysyllabic words							
verb prefixes re- and de-							
verb prefix over-							

Year 5: Unit 12 – Narrative (using dialogue to move the action forward)							
Word Reading & Comprehension	Transcription & Composition	Grammar & Punctuation	Spelling & Handwriting	Technical vocabulary			
<p><b>WR –</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Comp –</b></p> <p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes 2</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 2</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 4</li> <li>predicting what might happen from details stated and implied 5</li> </ul> <p>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</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing.</li> <li>Use dictionaries to check the spelling and meaning of new words</li> </ul>	<p><b>G:</b></p> <p>Stage directions in speech (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p> <p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions</p> <p>Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees</p> <p><b>P:</b> using commas to clarify meaning or avoid ambiguity in writing</p> <ul style="list-style-type: none"> <li>Direct speech Inverted commas</li> </ul>	<p><b>Sp:</b></p> <table border="1"> <tr> <td>convert noun to verb with suffix -ful</td> </tr> <tr> <td>convert noun to verb with suffix -ive</td> </tr> <tr> <td>convert noun to verb with suffix -al</td> </tr> </table> <p><b>H:</b> Units 15 &amp; 17</p>	convert noun to verb with suffix -ful	convert noun to verb with suffix -ive	convert noun to verb with suffix -al	<p><b>R:</b></p> <p>language</p> <p>structure</p> <p>meaning</p> <p><b>W:</b></p> <p>dialogue</p> <p>complex sentences</p> <p>ambiguity</p> <p>clarify</p>
convert noun to verb with suffix -ful							
convert noun to verb with suffix -ive							
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