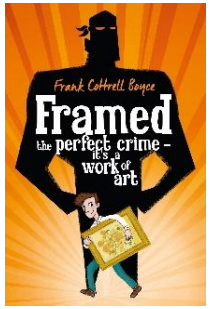
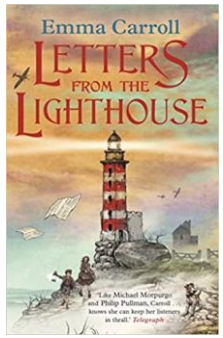
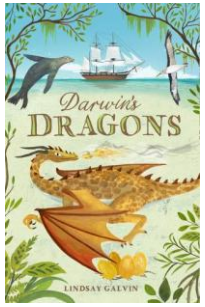
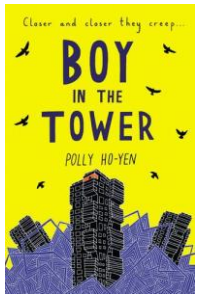
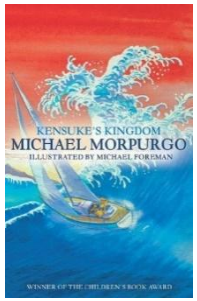
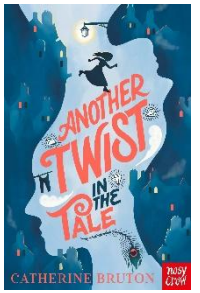
St. Faith's
Church of England Primary School

Year 5 English long-term overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book study	Framed by Frank Cottrell-Boyce 	Letters from the Lighthouse by Emma Carroll  Comparison with The Lighthouse (literacy shed)  A range of 'Christmas Poetry' and rhyme books to inspire poetry slam.	Darwin's Dragons by Lindsay Galvin 	Boy in the Tower by Polly Ho-Yen 	Kensuke's Kingdom by Michael Morpurgo 	Another Twist in the Tale by Katherine Bruton 

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Year 5 English long-term overview

Themes	Theft, crime, mystery, adventure, fulfilling your potential	Loss, living by the sea, hope, community, war, family.	Adventure, blend of fantasy and historical facts, voyage, science and nature	Survival, loss, depression, hope, family	Mystery, drama, adventure, travel, survival	Heroes v villains, mystery, thrill, rescue
Reading focus	• Working on inference skills to explore characters. • Asking questions to enhance understanding. • Retrieval skills • Increasing speed and accuracy when skimming and scanning. • Making plausible predictions	• Asking questions to enhance understanding • Highlight technical and words and phrases to find meanings. • Working on inference skills to explore characters. • Not linked to book study: Christmas poetry.	• Using images and text to make predictions about future events within a story. • Asking questions to improve understanding • Looking at author voice and style • Identifying technical vocabulary	• Inferring from given informatio n • Exploring author's writing style and intent • Identifying emotions and motives of characters	• Identifying key themes within and across books • Comparing within and across books. • Asking questions to improve understanding • Looking at vocabulary and grammar in context – author choices	• Identifyin g character feelings, emotions and motives – using evidence from the text. • Comparin g within and across texts (using Oliver Twist, as an example).
Writing outcome opportunities (with purpose and audience where appropriate)	• Diary entry – independent, cold write to gage writing style and ability. • 'Visit Manod' leaflet using a	• Descriptive narrative using powerful vocabulary. Written to entertain the Year 2	• Adventure story opening with adventurous vocabulary and use of relative clauses – to	• Using expanded noun phrases, within a poem, to describe	• Using adverbials to show cohesion within a balanced arguments(deba te text written to inform)	• Choosing high quality vocabular y to describe our own Dickensia

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Year 5 English long-term overview

	range of sentence types – written to persuade. • Letter writing using relative clauses. Written to entertain. • Biography on Pablo Picasso, using time conjunctions to create cohesion across paragraphs.(link to topic and art work). Written to inform.	children at St. Faith's. • Cinema war evacuation plan using technical vocabulary. Written to inform and explain. • Poetry writinganalysa is – linked to Christmas poetry slam	be shared with younger year group (or parents?) as an audience. • Non-chronological reports on Iguanas (focus on use of technical vocabulary). Written to inform Year 1 children in shared writing sessions. • Alternative ending for chapters 19 and 20 – focussing on using inverted commas to punctuate direct speech. • Thank you letter written to Lindsay Galvin (following virtual session).	imaginary setting • Writing in first person to convey emotions (diary entry) • Adventure story – inspired by Boy in the Tower (revisit direct speech and high quality vocabulary)	• Writing, in first person, from another perspective (the perspective of the dog in Kensuke's Kingdom). Written to entertain.	n character • Writing a play script with a particular focus on using brackets to show character emotion. • Not linked to book study – writing a letter to parents to go with reports

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Year 5 English long-term overview

Opportunities for speaking and listening	• Sharing Pablo Picasso biographies with Year 4 children to give them more of an insight in relation to thier	• Reading Lighthouse stories aloud to Year 2 children. • Not linked to book study: performing Christmas poetry.	• Reading sections of book study aloud, working on tone and expression • Sharing non-chronological reports with Year 2 children. • Using drama to explore characterisation to inspire writing.	• Reading stories to parents? • Editing and sharing writing with talk partners	• Debating – using this to inform writing of balanced arguments • Reading aloud to Year 1 children.	• Acting out Dickensian character to generate ideas and heighten description • Acting out and performing play scripts in groups