
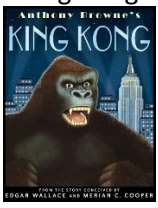
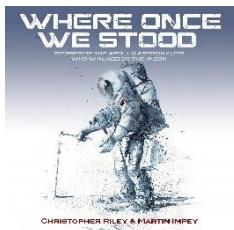
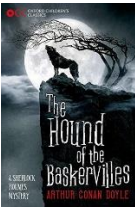
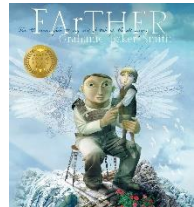



Year 5 English Writing Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Promise</p> 	<p>King Kong</p> 	<p>Where Once We Stood</p> 	<p>The Hound of the Baskervilles</p> 	<p>FARThER</p> 	<p>The Lost Book of Adventure</p> 
Writing Outcome & Writing Purpose					
<p>Narrative: Character Narrative</p> <p>Purpose: To narrate</p>	<p>Narrative: Dilemma Narrative</p> <p>Purpose: To narrate</p>	<p>Narrative: Exploration Narrative</p> <p>Purpose: To narrate</p>	<p>Narrative: Cliff hanger Narrative</p> <p>Purpose: To narrate</p>	<p>Narrative: Setting Narrative</p> <p>Purpose: To narrate</p>	<p>Narrative: Survival Narrative</p> <p>Purpose: To narrate</p>
<p>Instructions: Newspaper Report Purpose: To recount</p>	<p>Discussion: Balanced Argument Purpose: To discuss</p>	<p>Recount: Formal Report</p> <p>Purpose: To recount</p>	<p>Recount: Formal Event Report Purpose: To inform</p>	<p>Recount: Letter Purpose: To recount</p>	<p>Explanation: Survival Guide Purpose: To explain</p>
Grammar: Word					
<p>Build on previous units & focus on: Verb prefixes re, over, dis The difference between vocabulary of informal speech and vocabulary appropriate</p>	<p>Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Build on previous year & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p>	<p>Build on previous units & focus on: Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs</p>

to formal speech and writing – formal tone						
No Nonsense Spelling						
Plurals (adding ‘-s’, ‘-es’ and ‘-ies’) Apostrophe for contraction and possession Rare GPCs Words with ‘silent’ letters Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words Word endings Words with the letter string ‘-ough’ Words ending in ‘-able’ and ‘-ible’ Homophones isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed Hyphen Use of the hyphen (co-ordinate, co-operate)	Apostrophe for possession Rare GPCs Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) Words with the /i:/ sound spelt ‘ei’ after ‘c’ (receive, ceiling) Morphology/ Etymology Teach extension of base words using word matrices. Word endings Words ending in ‘-ably’ and ‘-ibly’ Revise words ending in ‘-able’ and ‘-ible’ Homophones altar/alter, led/lead, steal/steel			A range of strategies for learning words Homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose) Suffixes Problem suffixes		
Grammar: Sentence						
Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in	Build on previous year & focus on: Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary	Build on previous units & focus on: Indicate degrees of possibility using modal verbs	Build on previous units & focus on: Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form	

	writing, eg the use of the passive form		between independent clauses		
Grammar: Text					
Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions	Build on previous year & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials	Build on previous units & focus on: Linking ideas across paragraphs, using adverbials
Grammar: Punctuation					
Build on previous units & focus on: Use hyphens to avoid ambiguity	Build on previous units & focus on: Recap speech punctuation Brackets for parenthesis	Build on previous year & focus on: Dashes to mark boundaries between independent clauses	Build on previous units & focus on: Use hyphens to avoid ambiguity Semi-colons to mark boundaries between independent clauses Colons and bullet points	Build on previous units & focus on: Commas for parenthesis Dashes to mark boundaries between independent clauses	Build on previous units & focus on: Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity
Terminology for Pupils					
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					