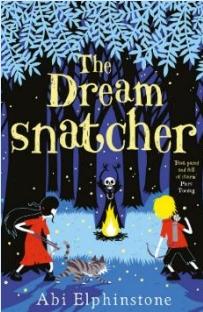
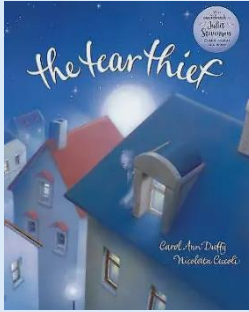
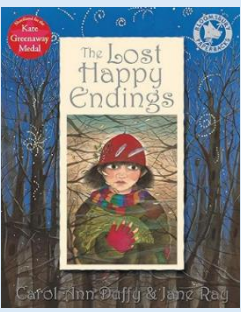
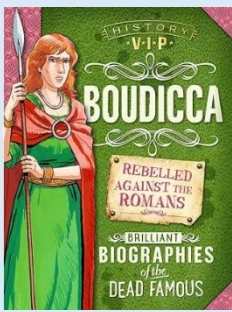
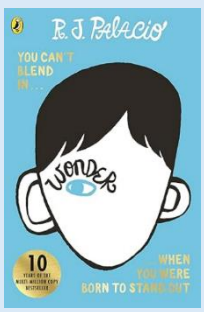
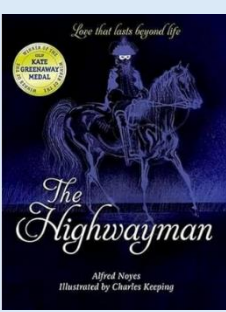
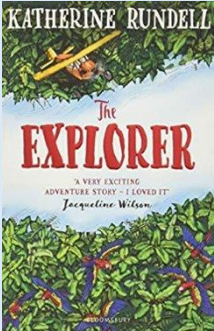
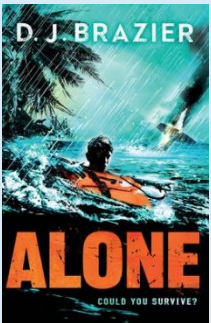
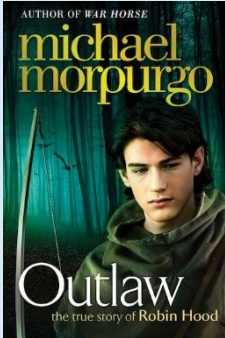
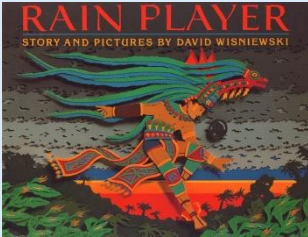
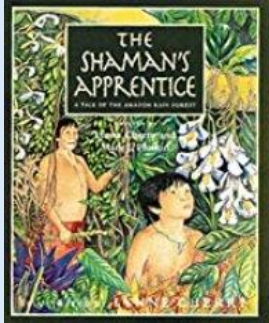
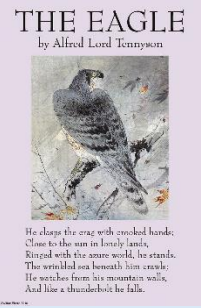


Year 5 English: Autumn Coverage

| | Autumn 1 | Autumn 2 |
|-------------------------|--|---|
| Main texts |    |    |
| Extracts | October, October – Katya Balen; various extracts from Harry Potter novels by JK Rowling | The Roman Army; Absolon Speech |
| Writing outcomes | <u>Narrative:</u> Setting and character descriptions Write a twisted tale Write a retelling of the Dream Giver animation | <u>Discussion:</u> Balanced discussion: Would you join the Roman Army? Is Robin Hood a good person? Should Goldilocks go to prison? Should we keep animals as pets? Write a persuasive speech in the style of Boudicca <u>Narrative:</u> Write a narrative in the style of The Highwayman by Alfred Noyes |
| Grammar | Use expanded noun phrases; relative clauses; speech punctuation and figurative language e.g. similes, personification, alliteration. | Alliteration; modal verbs; semi-colons and colons; cohesive devices; relative clauses; parenthesis and rhetorical questions |
| Alan Peat | <ul style="list-style-type: none"> Noun, which/where/who Simile sentences Personification of the weather De:de sentence Short sentences Then; then; then, now | <ul style="list-style-type: none"> De: De FAN Some; others Imagine and 3 examples The more, the more |
| Reading | Whole Class Guided Reading linked to English curriculum. Vipers comprehension linked to Dream Snatcher, Romani Tales, Lost Happy Endings and Katherine Orton. | Whole Class Guided Reading linked of balanced arguments with Vipers questions. Whole class reading of texts linked to Roman theme, non-fiction texts linked to space, Thirteen Treasures – Michelle Harrison |

Year 5 English: Spring Coverage

| | Spring 1 | Spring 2 |
|-------------------------|--|--|
| Main texts |    |    |
| Extracts | Explorer | Eagle – Alfred Lord Tennyson |
| Writing outcomes | <p><u>Recount:</u></p> <ul style="list-style-type: none"> A series of diary entries <p><u>Narrative:</u></p> <ul style="list-style-type: none"> Write a narrative from a new perspective | <p><u>Poetry</u></p> <ul style="list-style-type: none"> Write a poem in the style of 'Eagle - Alfred Lord Tennyson <p><u>Non-chronological report</u></p> <ul style="list-style-type: none"> Write to inform about a South American country <p><u>Instructions</u></p> <ul style="list-style-type: none"> Write instructions for the Mayan game: Pok-a-Tok |
| Grammar | Written in past tense, use of figurative language: similes and metaphors, vary sentence starters using adverbials, prepositions, chronological order of events, feelings are described, use of first person | Use technical vocabulary, pronouns and adverbials to aid cohesion, relative clauses, parenthesis, organisational features: sub-headings, paragraphs, use of colons and semi colons |
| Alan Peat | <ul style="list-style-type: none"> 2 –ed adjectives Simile sentences | <ul style="list-style-type: none"> De:De sentences Some; others . |
| Reading | Whole Class Guided Reading linked to English curriculum. Vipers comprehension linked to 'Outlaw – The Story of Robin Hood' and 'Alone' - D.J Brazier | Whole Class Guided Reading linked to English curriculum. Vipers comprehension linked to Rainmaker – David Wisniewski, The Shaman's Apprentice – Lynne Cherry |