

<b>SUBJECT:</b>	English	<b>YEAR GROUP:</b>	5
<b>PURPOSE OF STUDY</b>			
<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p>			
<b>THE NATIONAL CURRICULUM FOR ENGLISH AIMS TO ENSURE THAT ALL PUPILS:</b>		<b>NATIONAL CURRICULUM LINKS</b>	
<ul style="list-style-type: none"> <li>• The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: <ul style="list-style-type: none"> <li>• Read easily, fluently and with good understanding</li> <li>• Develop the habit of reading widely and often, for both pleasure and information</li> <li>• Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• Appreciate our rich and varied literary heritage</li> <li>• Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• Use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> </ul> </li> </ul>		<p><i>RSHE – Gender inequality, bullying, differences between people and their life choices, relationships, mental health.</i></p> <p><i>Art – Graffiti.</i></p> <p><i>Food Tech cooking pizza, making sundaes</i></p> <p><i>RSHE – Other people’s lives (orphans, illnesses)</i></p> <p><i>RSHE morals</i></p> <p><i>Life skills jobs</i></p> <p><i>Geography – urban / rural landscapes</i></p> <p><i>History – changes over time</i></p> <p>Science – living things</p> <p>Geography – the ocean</p> <p>RSHE – mental health</p> <p>Life Skills – instructions, problem solving</p> <p>RSHE – self esteem</p> <p>Life Skills / PE – obstacle course</p>	

<b>TOPICS COVERED:</b>	
<ul style="list-style-type: none"> <li>• Scribble boy – Philip Riddley</li> <li>• Bills new Frock – Anne Fine</li> <li>• Chocolate milk, x-ray specs and me-Bethany Walker</li> <li>• Danny the Champion of the world – Roald Dahl</li> <li>• The Big Book of the Blue – Yumal Zommer</li> <li>• The Best Ever Book of Poems Brian Moses</li> <li>• Boy In the Tower by Polly Ho-Yen</li> <li>• Kid Normal by Greg James</li> </ul>	
<b>INTENT OF SUBJECT:</b>	
<ul style="list-style-type: none"> <li>• To develop a greater understanding of fiction texts and features used within them, through reading ‘Bill’s new frock’ and ‘Scribbleboy’.</li> <li>• To develop an understanding of conventions used within fictional texts with a focus on the book ‘Chocolate milk, x-ray specs and me’.</li> <li>• To develop reading, writing and speaking and listening skills.</li> <li>• To make predictions based on what they know so far.</li> <li>• To develop a greater understanding of non-fiction texts and features used within them.</li> <li>• To know the features of autobiographies.</li> <li>• To use Instructional writing to inform others</li> <li>• To write stories for enjoyment of themselves and others.</li> </ul>	
<b>SKILLS OVERVIEW BY HALF TERM:</b>	
<b>AUTUMN ONE</b>	<b>AUTUMN TWO</b>
<ul style="list-style-type: none"> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	<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</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> </ul>

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| <ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and read for a range of purposes</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</li> <li>• Use further prefixes and suffixes and understand the guidance for adding them</li> <li>• Spell some words with 'silent' letters (for example, <i>knight</i>, <i>psalm</i>, <i>solemn</i>)</li> <li>• Write legibly, fluently and with increasing speed</li> <li>• Noting down initial ideas thinking about the audience.</li> <li>• Planning, writing and editing their own writing.</li> <li>• Proofread work making edits.</li> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• Use passive verbs to affect the presentation of information in a sentence</li> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.</li> <li>• Use a range of punctuation including commas, brackets, hyphens, semi-colons, colons and using bullet points.</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• 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</li> </ul> | <ul style="list-style-type: none"> <li>• Retrieve, record and present information from non-fiction</li> <li>• 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</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and use notes where necessary</li> <li>• Provide reasoned justifications for their views</li> <li>• Correctly spelling unseen words dictated from key current texts</li> <li>• Correctly spelling words from KS2 NC spelling lists</li> <li>• Correctly identifying words with 'silent' letters</li> <li>• Demonstrate they can use a dictionary to find an unknown spelling</li> <li>• Demonstrate an understanding of how to use a thesaurus.</li> <li>• Competing writing tasks using correct letter formation, spacing, spelling and in a legible manner.</li> <li>• Showing an ability to plan a piece of independent writing with increasing levels of independence</li> <li>• Show appropriate use of grammar and vocabulary within independent writing</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• Being able to provide constructive feedback on own and others pieces of independent writing</li> <li>• Accurately proofread, own and others work, identifying common spelling errors and grammatical misconceptions without teacher intervention.</li> <li>• Read out loud from text using tone, intonation and volume to enhance the effects.</li> <li>• Demonstrating correct use of vocabulary in informal and formal speech.</li> <li>• Being able to demonstrate the correct verbal response to questions posed and the 'pupils will learn to' vocabulary criteria for year 5.</li> </ul> |
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**SPRING ONE**

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
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**SPRING TWO**

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