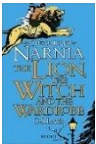
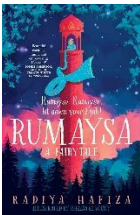
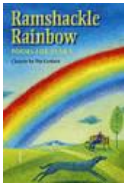




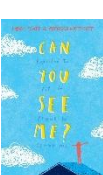
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Year Five: English Overview 2026/27		
Whole School English Events		Thursday 1 st October 2026: National Poetry Day (Theme: Wonder) – Poetry Slam Thursday 4th March 2026 : World Book Day – Whole School Text
	Unit One	Unit Two
Autumn One: 3 days + 7 weeks	 Lead Text: The Lion, The Witch and The Wardrobe – CS Lewis Genre: Fantasy Fiction Supporting Texts: extracts from other Narnia stories / war novels Outcome(s): Non-Chronological report (Mythical creature) / Narrative with innovated plot structure x2 Purpose (non-fiction): To inform Audience (non-fiction): Other children in class – Class encyclopaedia of mythical creatures Purpose (narrative): To entertain Audience (narrative): Children in year three	
Autumn Two 4 days + 6 weeks	 Lead Text: The Listeners – Walter de la Mare Genre: Classic Poetry Supporting Texts: - Outcome: Performance (Oral outcome) (short unit)	 Lead Text: Rumaysa – Radiya Hafiza* Genre: Reworked Fairy Tale Supporting Texts: - Other stories within book, original versions Outcome: own reworked tale Purpose: To entertain Audience: Miss Rea – request for further ideas for reworkings of fairy tales to reflect diversity of culture
Spring One 4 days + 5 weeks	 Lead Text: The Arrival – Shaun Tan* Genre: Wordless Graphic Novel Supporting Texts: Grandfather's Journey – Allan Say Outcome: Innovated journey story Purpose: To entertain – share refugee viewpoint Audience: Visitors to a display of writing for the Migration Museum in London	 Lead Text: Winter Morning – Sue Cowling / Winter and Snow – Vasko Popa / A poem to be spoken softly – Pie Corbett / Sunset – Gina Douthwaite / Smiles like Roses – Helen Dunmore / Cat Began – Andrew Matthews / Don't be Scared – Carole Ann Duffy (All from Ramshackle Rainbow) Genre: Poetry: Imagery Simile and Metaphor Outcome: Short burst writing / performance
Spring Two 4 weeks + 4 days	 Lead Text: Beowulf – Michael Morpurgo Genre: Traditional Tales: Legends / Persuasion Supporting Texts: Further UK legends (Bedd Gelert, Giant's Causeway) Outcome: Innovated legend / Persuasion (radio advert – 'Come and help Beowulf defeat the monster.') Purpose (narrative): To entertain Audience (narrative): Class mates – a book of legends for the reading corner Purpose (non-fiction): To persuade – radio advert – oral outcome	



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	Audience (non-fiction): Warriors who want to sign up for battle	
Summer One 6 weeks (including 1x bank holiday)	 Lead Text: Space Monkey : It's not a Planet; It's our Home – video (Literacy Shed) Genre: Historical video narrative Supporting Texts: Laika: Astronaut Dog – Owen Davey Outcome: Discussion text – animals in Science Purpose: To present two points of view Audience: Request from Tesla who want to try driverless cars on animals.	 Lead Text: Hidden Figures: The True Story of Four Women and the Space Race – Margot Shetterly* Genre: Biography Supporting Texts: Further biography texts Outcome: Recount (Biography - link to Black History) Purpose: To inform Audience: Request from family of the person children are writing about
Summer Two 4 days + 6 weeks	 Lead Text: The Invention of Hugo Cabret – Brian Selznick Genre: Historical Fiction Supporting Texts: - Outcome: Range of short outcomes (Film review, setting description, book review) Purpose: To entertain, to inform Audience: Movie review website	

	Additional Texts to be shared with children during class read time:	Texts to support non-core learning
Year Five	The Boy at the Back of the Class – Onjali Rauf* There's a boy in the Girls Bathroom – Louis Sachar The Fantastic Flying Books of Mr Morris Lessmore – W.E. Joyce Good Night Stories for Rebel Girls - Elena Favilli* Kensuke's Kingdom – Michael Morpurgo Can you see me – Libby Scott*      	Meet the Ancient Romans - James Davies So You Think You've Got It Bad: A Kid's Life in Ancient Rome - Chae Strathie & Marisa Morea The Romans: Gods, Emperors and Dormice - Marcia Williams The Skies Above My Eyes - Charlotte Guillain & Yuval Zommer A Maths Journey Through Space - Anne Rooney The Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom - Imogen Russell Williams 50 Adventures in the 50 States - Kate Siber & Lydia Hill The 50 States - Gabrielle Balkan & Sol Linero Living in North & South America: The USA - Jen Green
Class Reads should also include texts linked to topical issues and provide opportunity for teacher to share books that they are passionate about e.g. books they loved as a child or books they love sharing with their own children. It may also be appropriate to continue reading a book from an English unit.		



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Key Learning in Reading: Year 5

Word Reading	Comprehension
As above and: ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably</i>. ▪ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below	As above and: Maintaining positive attitudes to reading ▪ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. ▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. ▪ Recommend books to their peers with reasons for choices. ▪ Read books and texts that are structured in different ways for a range of purposes. ▪ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. ▪ Learn a wider range of poems by heart. ▪ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Understanding texts they read independently and those which are read to them ▪ Explain the meaning of words within the context of the text. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▪ Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>. ▪ Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i>. ▪ Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. ▪ Predict what might happen from information stated and implied. ▪ Through close reading of the text, re-read and read ahead to locate clues to support understanding. ▪ Explore themes within and across texts e.g. <i>loss, heroism, friendship</i>. ▪ Make comparisons within a text e.g. characters' viewpoints of same events. ▪ Distinguish between statements of fact and opinion within a text. ▪ Scan for key words and text mark to locate key information. ▪ Summarise main ideas drawn from more than one paragraph and identify key details which support this. ▪ Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. ▪ Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>. ▪ Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>. Evaluating the impact of the author's use of language ▪ Explore, recognise and use the terms metaphor, simile, imagery. ▪ Explain the effect on the reader of the authors' choice of language. Participating in discussion and debate ▪ 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. ▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ▪ Prepare formal presentations individually or in groups. ▪ Use notes to support presentation of information. ▪ Respond to questions generated by a presentation. ▪ Participate in debates on an issue related to reading (fiction or non-fiction).



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Key Learning in Writing: Year 5

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
As above and: - Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i> - Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> - Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> - Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> - Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> - Demarcate complex sentences using commas in order to clarify meaning. - Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i> - Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> - Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i> - Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> - Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i>	As above and: Planning - Identify the audience and purpose. - Select the appropriate language and structures. - Use similar writing models. - Note and develop ideas. - Draw on reading and research. - Think how authors develop characters and settings (in books, films and performances). Drafting and Writing - Select <i>appropriate</i> structure, vocabulary and grammar. - Blend action, dialogue and description within and across paragraphs. - Use different sentence structures with increasing control (see VGP). - Use devices to build cohesion (see VGP). - Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i> Evaluating and Editing - Assess the effectiveness of own and others' writing in relation to audience and purpose. - Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. - Ensure consistent and correct use of tense throughout a piece of writing. - Ensure consistent subject and verb agreement. - Proofread for spelling and punctuation errors. Performing - Use appropriate intonation and volume. - Add movement. - Ensure meaning is clear.	As above and: - Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. - Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency</i>. - Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. - Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>. - Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive</i>. - Recognise and spell words containing the letter-string <i>ough</i>. - To recognise and spell the suffixes <i>-al-, -ary-, -ic</i>. - To spell further suffixes, e.g. <i>ll in full becoming l</i>. - Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>. - To spell unstressed vowels in polysyllabic words. - Develop self-checking and proof reading strategies. - Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. - Use a thesaurus. - Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.	As above and: - Write fluently using a joined style as appropriate for independent writing. - Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i>



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- Use devices to build **cohesion** within a paragraph e.g. *firstly, then, presently, this, subsequently*.
 - Use expanded noun phrases to convey complicated information concisely, e.g. *carnivorous predators with surprisingly weak jaws and small teeth*.
 - Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must*.
 - Explore, collect and use adverbs to indicate degrees of possibility e.g. *surely, perhaps, maybe, definitely, alternatively, certainly, probably*.
 - Use suffixes *-ate, -ise, -ify* to convert nouns and adjectives into verbs.
- Investigate verb prefixes e.g. *dis-, de-, re-, pre-, mis-, over-*.



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Key Learning in Spoken Language: Year 5/6

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
As above and: - Listen and evaluate how spoken language varies in different contexts according to purpose and audience, <i>e.g. in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i> - Listen and identify how intonation and expression affects meaning, <i>e.g. when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc.</i> - Listen and evaluate viewpoints from adults and peers, <i>e.g. identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum.</i>	As above and: - Discuss and analyse how spoken language is used within different contexts according to purpose and audience, <i>e.g. in a football commentary, a documentary programme, journalistic reporting, chat shows etc.</i> - Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers. - Ask a range of appropriate questions to clarify and refine thinking. - Participate in discussions and debates building on their own and others' ideas, challenging views courteously. - Provide oral explanations with supporting details in relation to questions posed with 'how' and 'why', <i>e.g. How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two?</i>	As above and: - Use correct Standard English when speaking in formal contexts. - Select and use appropriate registers for effective communication in a range of contexts, <i>e.g. non-standard and Standard English to develop characterisation for dialogue; in non-fiction contexts such as persuasive speeches or journalistic reporting.</i> - Use cohesive devices for narrative and non-fiction during talk to organise ideas, using speaking frames to support, <i>e.g.</i> <i>First of all, ...</i> <i>In addition to...</i> <i>On the other hand, ...</i> <i>Similarly, ...</i>	As above and: - Introduce, explore and evaluate new vocabulary orally, <i>e.g. author's choice of language in texts, technical vocabulary etc.</i> - Explore settings and characters orally, and select precise vocabulary to create well-structured descriptions. - Express feelings orally and select precise vocabulary to articulate an opinion, <i>e.g. linked to PSHE or English.</i>	As above and: - Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to perform to an audience. - Prepare oral retellings of non-fiction texts/sections of non-fiction texts (or innovated/invented versions) in order to perform to an audience. - Participate in role in English and across the curriculum, <i>e.g. paired improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a chat show etc.</i> - Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience. - Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.



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	▪ Speak with appropriate volume and fluency maintaining the attention of others.			
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