

Year 5 and 6 English Overview

Autumn - Terms 1 and 2



| | | Year 5 | Year 6 |
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| Reading (From 21 steps Reading) | Word Reading | - I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words. | - I know how to read the most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix 'circum' meaning around). |
| | Comprehension | - I can identify the different features of fiction and non-fiction genres. - I can compare, contrast and evaluate different non-fiction texts. - I can discuss my understanding of a text. - I can skim to identify key ideas. - I can make simple comparisons between books. | - I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. - I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text. - I can ask questions to confirm what I already know. - I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points. - I can compare and contrast the styles of different writers and provide examples. - I am able to link them with my own ideas to support what I say. |
| | Themes and Conventions | - I can use the way in which a text is organised to help me understand. - I can talk about books, discuss the main points and build on my reasoning. | - I can identify the ways in which one paragraph is linked to the next. - I can take part in discussions, taking account of what others say and comment on their ideas. |
| | Language for Effect | - I can comment on how an author has used language and its effect upon the reader. | - I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices. |
| | Making Inferences | - I can recognise which characters the author wants the reader to like/dislike. - I can make simple predictions about a story. | - I understand the motives of characters; - I can explain their personality, with evidence from the text, to justify this. - I can refer to the text to support my predictions and provide examples. |
| Range of Texts Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes. - 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. - making comparisons within and across books. - learning a wider range of poetry by heart. - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. | | | |
| Writing (from 21 steps Writing) | Spelling | - I understand how to use further prefixes and suffixes. - I can distinguish between more complex homophones and other words which are often confused | - I can use further prefixes and suffixes. - I can spell many words with silent letters. - I can always distinguish between more complex homophones. |
| | Handwriting | - I can write legibly and fluently and with increasing speed. | |
| | Writing Composition | - I can discuss the audience and purpose of writing to help me select the appropriate form of writing. - I am beginning to draft and write by selecting appropriate grammar and vocabulary. - In narratives I can describe setting, characters and atmosphere and am beginning to include dialogue. - I can proof-read for spelling and punctuation. | - I can select the appropriate form of writing after identifying the audience and purpose of the writing. - I can draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning. - In narratives describe setting, characters and atmosphere and integrate dialogue to convey character and advance the action - I can proofread for spelling and punctuation errors and to improve my work. |
| | Vocab and grammar | - I am beginning to understand how the passive affects the presentation of information. - I am beginning to identify the difference between formal and informal speech structures. - I am beginning to identify and explain how noun phrases convey precise information. | - I understand how the passive affects the presentation of information. - I can identify the difference between formal and informal speech structures. - I can identify and explain how noun phrases convey precise information. |
| | Punctuation | - I can identify a comma, bracket or dash within a text and explain how it is used. - I can identify colons within a text and explain how it is used | - I can identify a semicolon, colons and dashes within a text and explain how they are used (boundaries and lists). - I understand that an ellipsis is an omission of a word. - I can identify how an author uses bullet points within a text. |
| Text types to be covered | Letters, Diaries, persuasive writing, narrative, dialogue | | |
| Topics and Rich Texts used | Year A | Roald Dahl Danny the Champion of the World - Roald Dahl | 'Up The Chimney' The Victorians - Gaslight - Eloise Williams |
| | Year B | Marvellous Me Wonder - R J Palacio | All Fired Up and Ready to go - Tudors Horrible Histories |
| Speaking and listening (from 21 steps Speaking and Listening) | Talking to others: competence; confidence; recitation, solo performance and presentation | - I can express and explain with relevant ideas and others over a range of different purposes. - I can collaborate in a group to discuss and deepen understanding of what I have read. | - I am more confident in extending the range of registers. - I can give well-structured descriptions, explanations and narratives for different purposes and express feelings appropriately. |
| | Talking with others: listening; responding; discussion and debate | - I can participate in discussions, building on and justifying my own view | - I can develop my own and the speaker's ideas in different ways |
| | Role-play and drama | - I can use a range of drama conventions and use them to develop roles and scenarios. | - I can continue to create, adopt and sustain roles and I am learning how to respond to other performers |
| Spelling (No Nonsense Spelling) | | | |

Year 5 Term 1 overview

Block 1 – autumn first half term

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| Week 1 | Lesson 1 Revise Strategies at the point of writing: Have a go | Lesson 2 Teach Words with the letter string 'ough' | Lesson 3 Practise Words with the letter string 'ough' |
| Week 2 | Lesson 4 Apply Words with the letter string 'ough' | Lesson 5 Teach Words with 'silent' letters | |
| Week 3 | Lesson 6 Learn Strategies for learning words: words with 'silent' letters from statutory and personal spelling lists | Lesson 7 Assess Words with 'silent' letters: dictation | Lesson 8 Teach Use of spelling journals for etymology |
| Week 4 | Lesson 9 Teach Words ending in '-able' and '-ible' | Lesson 10 Practise Words ending in '-able' and '-ible' | |
| Week 5 | Lesson 11 Assess Words ending in '-able' and '-ible' | Lesson 12 Teach Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>) | Lesson 13 Practise Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>) |
| Week 6 | Lesson 14 Apply Strategies for learning words: homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>) | Lesson 15 Learn Strategies for learning words: words from statutory and personal spelling lists | |

Block 2 – autumn second half term

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| Week 1 | Lesson 1 Revise Selected spellings taught last half term and new spellings for this half term | Lesson 2 Revise Selected spellings taught last half term and new spellings for this half term | Lesson 3 Revise/Teach Selected spellings taught last half term and new spellings for this half term |
| Week 2 | Lesson 4 Revise/Teach From previous years: plurals (adding '-s', '-es' and '-ies') | Lesson 5 Revise From previous years: apostrophe for contraction and possession | |
| Week 3 | Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists | Lesson 7 Teach Use of the hyphen | Lesson 8 Practise Use of the hyphen |
| Week 4 | Lesson 9 Assess Use of the hyphen | Lesson 10 Learn Strategies for learning words: words from statutory and personal spelling lists. | |
| Week 5 | Lesson 11 Teach Proofreading, focusing on checking words from personal lists | Lesson 12 Practise Proofreading, focusing on checking words from personal lists | Lesson 13 Teach Using a dictionary to support learning word roots, derivations and spelling patterns |
| Week 6 | Lesson 14 Practise Using dictionaries to create word webs | Lesson 15 Assess Strategies at the point of writing: building new words from known morphemes | |

Year 6 Term 1 overview

Block 1 – autumn first half term

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| Week 1 | Lesson 1 Revise/Learn Words from statutory word lists | Lesson 2 Revise/Learn Words from statutory word lists | Lesson 3 Revise Strategies at the point of writing: Have a go |
| Week 2 | Lesson 4 Practise Strategies at the point of writing: Have a go | Lesson 5 Revise Words ending '-able'/'-ably', and '-ible'/'-ibly' | |
| Week 3 | Lesson 6 Practise Strategies for learning words: words ending '-able' and '-ible' | Lesson 7 Assess Words ending '-able' and '-ible' | Lesson 8 Teach Adding suffixes beginning with vowels to words ending in '-fer' |
| Week 4 | Lesson 9 Practise Adding suffixes beginning with vowels to words ending in '-fer' | Lesson 10 Assess Adding suffixes beginning with vowels to words ending in '-fer' | |
| Week 5 | Lesson 11 Practise SATS practice | Lesson 12 Practise SATS practice | Lesson 13 Practise SATS practice |
| Week 6 | Lesson 14 Teach Proofreading in smaller chunks (sentences, paragraphs) | Lesson 15 Practise Proofreading in smaller chunks (sentences, paragraphs) | |

Block 2 – autumn second half term

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| Week 1 | Lesson 1 Revise/Assess Words from statutory word lists | Lesson 2 Revise/Assess Words from statutory word lists | Lesson 3 Learn Strategies for learning words: words from statutory word list |
| Week 2 | Lesson 4 Learn Homophones ('ce'/'se') | Lesson 5 Practise Homophones ('ce'/'se') | |
| Week 3 | Lesson 6 Assess Homophones ('ce'/'se'): dictation | Lesson 7 Learn Strategies for learning words: words from personal spelling lists | Lesson 8 Assess Words from personal spelling lists |
| Week 4 | Lesson 9 Teach Endings that sound like /ʃəs/ spelt '-cious' or '-tious' | Lesson 10 Practise Endings that sound like /ʃəs/ spelt '-cious' or '-tious' | |
| Week 5 | Lesson 11 Assess Endings that sound like /ʃəs/ spelt '-cious' or '-tious': dictation | Lesson 12 Learn Strategies for learning words: words from statutory word list | Lesson 13 Learn Strategies for learning words: words from statutory word list |
| Week 6 | Lesson 14 Assess/Learn Learn Words from statutory word lists | Lesson 15 Revise Spelling learning from this term | |