

## Year 5 and 6 English Overview

### Summer - Terms 5 and 6



The Oak Tree  
Federation

		Year 5	Year 6
<u>Reading</u> (From 21 steps Reading)	Word Reading	<ul style="list-style-type: none"> <li>- I understand the history of words and the relationship between them to help me read unknown polysyllabic words.</li> <li>- I understand the impact of prefixes and suffixes on root words.</li> <li>- I can read all Year 4/5 Common Exception Words</li> </ul>	<ul style="list-style-type: none"> <li>- I am able to read accurately all words (including those containing suffixes and prefixes) and can predict the meaning, using my knowledge of the history of words and the relationship between them.</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>- I can identify, collate and discuss the key ideas and information from a range of sources.</li> <li>- I can talk confidently about the purpose of the text and the specific intentions of the author.</li> <li>- I can ask questions to clarify my understanding.</li> <li>- I can use what I know about text structure to find information.</li> <li>- I can compare, contrast and evaluate different books.</li> </ul>	<ul style="list-style-type: none"> <li>- I can discuss the purpose, audience and organisation of different fiction/nonfiction texts, evaluating their success.</li> <li>- I can apply my knowledge of word reading skills to a range of different contexts to support my understanding of a text.</li> <li>- I can ask and respond to questions to demonstrate a secure understanding.</li> <li>- I can collect and organise key ideas from a range of sources and present this to others.</li> <li>- I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations</li> <li>- I am able to state why I believe they have valid points and use the text to clarify.</li> </ul>
	Themes and Conventions	<ul style="list-style-type: none"> <li>- I can recognise language that is a feature of a particular genre and how this contributes to meaning.</li> <li>- I can take part in discussions, listen to others' ideas and build on them to support the development of my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- I can explore how the way in which a text is organised, language features and choice of specific vocabulary supports the writer's theme and purpose, providing examples.</li> <li>- I can analyse and critically analyse others ideas courteously</li> </ul>
	Language for Effect	<ul style="list-style-type: none"> <li>- I can discuss the difference between literal and figurative language and the effects of imagery.</li> </ul>	<ul style="list-style-type: none"> <li>- I can analyse, compare and contrast how different authors use literal and figurative techniques to create imagery</li> </ul>
	Making Inferences	<ul style="list-style-type: none"> <li>- I understand the thoughts and feelings of characters by referring to their actions.</li> <li>- I can justify my opinion.</li> <li>- I can explore texts to support and justify my predictions and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>- I can predict how a character will react to situations, based on my understanding of their personality and previous actions.</li> <li>- I can use hidden messages and action from the text to make a sound prediction; I use evidence from the text to support this.</li> </ul>
<p><b>Range of Texts</b>            Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading 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>- making comparisons within and across books.</li> <li>- learning a wider range of poetry by heart.</li> <li>- 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.</li> </ul>			
<u>Writing</u> (from 21 steps Writing)	Spelling	<ul style="list-style-type: none"> <li>- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>- I can use a thesaurus to define words and collect a variety of words to support writing.</li> </ul>	<ul style="list-style-type: none"> <li>- I can always use the first three or four letters of a word to check spelling meaning or both of these in a dictionary.</li> <li>- I can choose to use a thesaurus to define words and collect a variety of words to support writing.</li> </ul>
	Handwriting	- I can always write legibly and fluently and within increasing speed.	
	Writing Composition	<ul style="list-style-type: none"> <li>- I can use some ideas from authors</li> <li>- I have read, listened to, or seen performed in my own writing.</li> <li>- I can sometimes précis longer passages.</li> <li>- I can, with peer support, evaluate and edit by assessing the effectiveness of my own and others' writing.</li> <li>- I can usually propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use ideas from authors I have read, listened to, or seen performed in my own writing</li> <li>- I can précis longer passages.</li> <li>- I can evaluate and edit by assessing the effectiveness of my own and others' writing.</li> <li>- I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>-I can proofread my own writing</li> </ul>
	Vocab and grammar	<ul style="list-style-type: none"> <li>- I can often use the passive accurately in my work.</li> <li>- I can often select appropriate formal or informal speech depending on genre or audience and use the subjunctive forms.</li> <li>- I can often use expanded noun phrases for effect in my independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use the passive accurately in my work.</li> <li>- I can select appropriate formal or informal speech depending on genre or audience and use the subjunctive forms.</li> <li>- I can use expanded noun phrases for effect in my independent writing.</li> <li>-I can use and understand grammatical terminology accurately and appropriately in discussing my writing and reading</li> </ul>
	Punctuation	<ul style="list-style-type: none"> <li>- I can always use commas, brackets or dashes appropriately and independently in my writing.</li> <li>- I can always use colons where appropriate independently.</li> </ul>	<ul style="list-style-type: none"> <li>- I can independently use semicolons, colons and dashes accurately (boundaries and lists).</li> <li>- I can use ellipses accurately in my work.</li> <li>- I can use bullet points appropriately.</li> </ul>
<u>Text types to be covered</u>	Discussions - balanced arguments, persuasive writing, Poetry		
<u>Topics and Rich Texts used</u>	Year A	<b>'Making Waves' - Rivers</b> The Rhythm of the Rain by Grahame Baker-Smith	Know Your Place (Local History Study)
	Year B	Footsteps through Time	A Country Garden
<u>Speaking and listening</u> (from 21 steps Speaking and Listening)	Talking to others: competence; confidence; recitation, solo performance and presentation	<ul style="list-style-type: none"> <li>- I can express and explain relevant ideas and feelings with some elaboration to make meaning explicit.</li> <li>- I can shape talk in deliberate ways for clarity and effect to engage the reader.</li> </ul>	<ul style="list-style-type: none"> <li>I can adopt vocabulary, grammar and non-verbal features in ways well matched to audience, purpose and context.</li> <li>- I can refine my language skills through confident use of language and participation in public speaking, performance and debate.</li> </ul>
	Talking with others: listening; responding; discussion and debate	<ul style="list-style-type: none"> <li>I can participate in discussions effectively and I can challenge views politely.</li> <li>- I can use talk in discussions to speculate, hypothesise, imagine and explore ideas.</li> <li>- I can explore the subtleties of meanings of words with others</li> </ul>	<ul style="list-style-type: none"> <li>- I can effectively shape the overall direction of talk with effective contributions across a range of contexts, showing implicit and explicit meanings.</li> <li>-I can ask and respond to questions to demonstrate a secure understanding</li> </ul>
	Role-play and drama	<ul style="list-style-type: none"> <li>- In drama and improvisation I can adopt, create and sustain a range of roles.</li> </ul>	<ul style="list-style-type: none"> <li>- I can create, adopt, and sustain roles and I can respond effectively to other performers, demonstrating my understanding of their role.</li> </ul>
<u>Spelling</u> (No Nonsense Spelling)			

**Block 5 – summer first half term**

<b>Week 1</b>	Lesson 1 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 2 Revise <b>Strategies for learning words: using a range of strategies</b>	Lesson 3 Revise <b>Strategies for learning words: using a range of strategies</b>
<b>Week 2</b>	Lesson 4 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 5 Teach <b>Strategies at the point of writing: using etymological/morphological strategies for spelling</b>	Lesson 6 Practise <b>Strategies at the point of writing: using etymological/morphological strategies for spelling</b>
<b>Week 3</b>	Lesson 7 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 8 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 9 Teach <b>Using spelling journals for etymology</b>
<b>Week 4</b>	Lesson 10 Teach <b>Proofreading for words on statutory list</b>	Lesson 11 Practise <b>Proofreading for words on statutory list</b>	
<b>Week 5</b>	Lesson 12 Apply <b>Proofreading for words on statutory list</b>	Lesson 13 Teach <b>Homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>)</b>	Lesson 14 Practise <b>Homophones</b>
<b>Week 6</b>	Lesson 15 Apply/Assess <b>Homophones</b>	Lesson 16 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	

**Block 6 – summer second half term**

<b>Week 1</b>	Lesson 1 Revise <b>Spellings taught in the last half term</b>	Lesson 2 Revise <b>Spellings taught in the last half term</b>	Lesson 3 Revise/Assess <b>Spellings taught in the last half term: pair testing</b>
<b>Week 2</b>	Lesson 4 Teach <b>Proofreading: use of dictionary to check words referring to first three or four letters</b>	Lesson 5 Practise <b>Proofreading: use of dictionary to check words</b>	
<b>Week 3</b>	Lesson 6 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 7 Revise <b>Strategies for learning words: problem suffixes</b>	Lesson 8 Practise <b>Strategies for learning words: problem suffixes</b>
<b>Week 4</b>	Lesson 9 Assess <b>Problem suffixes</b>	Lesson 10 Revise/Practise <b>Homophones</b>	
<b>Week 5</b>	Lesson 11 Revise/Practise <b>Homophones</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 13 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
<b>Week 6</b>	Lesson 14 Revise <b>Spelling aspects from Year 5 that are not secure</b>	Lesson 15 Revise <b>Spelling aspects from Year 5 that are not secure</b>	

**Block 5 – summer first half term**

<b>Week 1</b>	Lesson 1 Teach <b>Strategies for learning words: rare GPCs from statutory word list</b>	Lesson 2 Practise <b>Strategies for learning words: rare GPCs from statutory word list</b>	Lesson 3 Apply/Assess <b>Rare GPCs from statutory word list</b>
<b>Week 2</b>	Lesson 4 Revise <b>Strategies at the point of writing: Have a go</b>	Lesson 5 Practise/Apply <b>Strategies at the point of writing: Have a go</b>	
<b>Week 3</b>	Lesson 6 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 7 Assess <b>Words from statutory and personal spelling lists</b>	
<b>Week 4</b>	Lesson 8 Teach <b>Words ending in 'ant', '-ance and '-ancy'</b>	Lesson 9 Practise <b>Words ending in 'ant', '-ance and '-ancy'</b>	
<b>Week 5</b>	Lesson 10 Practise <b>Words ending in 'ant', '-ance and '-ancy'</b>	Lesson 11 Teach <b>Proofreading own writing independently</b>	Lesson 12 Practise/Apply <b>Proofreading own writing independently</b>
<b>Week 6</b>	Lesson 13 Revise <b>Root words and meaning</b>	Lesson 14 Practise <b>Root words and meaning</b>	

**Block 6 – summer second half term**

<b>Week 1</b>	Lesson 1 Revise <b>Spellings taught last half term</b>	Lesson 2 Revise <b>Spellings taught last half term</b>	Lesson 3 Assess <b>Spellings taught last half term</b>
<b>Week 2</b>	Lesson 4 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 5 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 6 Assess <b>Words from statutory and personal spelling lists: pair testing</b>
<b>Week 3</b>	Lesson 7 Teach <b>Words ending '-ent', '-ence' and '-ency'</b>	Lesson 8 Practise <b>Words ending '-ent', '-ence' and '-ency'</b>	Lesson 9 Practise <b>Words ending '-ent', '-ence' and '-ency'</b>
<b>Week 4</b>	Lesson 10 Assess <b>Words ending '-ent', '-ence' and '-ency'</b>	Lesson 11 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>	Lesson 12 Learn <b>Strategies for learning words: words from statutory and personal spelling lists</b>
<b>Week 5</b>	Lesson 13 Assess <b>Words from statutory and personal spelling lists</b>	Lesson 14 Teach <b>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)</b>	Lesson 15 Practise <b>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>)</b>
<b>Week 6</b>	Lesson 16 Apply <b>Homophones (<i>draught/draft, dissent/descent, precede/proceed, wary/weary</i>): dictation</b>	Lesson 17 Learn <b>Strategies for learning words: commonly misspelt homophones</b>	Lesson 18 Apply <b>Strategies for learning words: commonly misspelt homophones</b>