

Year 5 and 6 English Overview

Spring - Terms 3 and 4



		Year 5	Year 6
<u>Reading</u> (From 21 steps Reading)	Word Reading	- I can confidently read most words, understanding the impact of prefixes and suffixes on root words.	- I can read almost all words accurately. - I use my knowledge of word history and the link between words to suggest meaning.
	Comprehension	- I can identify the individual genre in a mixed genre text e.g. an explanation within an information text. - I can discuss my understanding of a text by identifying the purpose of the author. - I can skim and scan non-fiction texts to speed up research. - I can make comparisons between books, commenting on similarities and differences.	- I can discuss the purpose, audience and organisation of different fiction/nonfiction texts. - I can use the way text types are organised to help me sustain understanding over longer texts. - I can ask and respond to questions about a text to demonstrate my understanding. - I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information. - I can compare, contrast and explore the styles of writers and poets, finding examples in the text. - I use their knowledge to support my own ideas.
	Themes and Conventions	- I can comment on the structural choices an author has used to organise a text. - I can take part in discussions, listening to others' ideas and building on them.	- I can comment on and compare the language choices the author has used over a range of non-fiction texts. - I am able to analyse what others say to support my own ideas linked to a text.
	Language for Effect	- I can identify and articulate my response to the effect of figurative and descriptive language.	- I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created.
	Making Inferences	- I can explain what I think the character's personality is like by referring to their behaviour. - I can state my predictions for the story, using evidence from the book.	- I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives. - I understand how the author uses hidden messages to imply what might happen.
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. 			
<u>Writing</u> (from 21 steps Writing)	Spelling	- I can spell words on the Year 5/6 list. - I can use a dictionary to check the spelling and meaning of words.	- I can spell all words on the year 5 and 6 word list. - I can independently use a dictionary to check the spelling and meaning of words.
	Handwriting	- I can always write legibly and fluently and within increasing speed.	
	Writing Composition	- I am beginning to develop ideas for writing, drawing on reading and research from secondary resources. - I am beginning to organise and present my writing using devices that structure text and guide the reader. - I can usually use the correct tense throughout a piece of writing. - I am beginning to check for correct subject and verb agreement.	- I can develop ideas for writing, drawing on reading and secondary resources - I can organise and present my writing using devices that structure text and guide the reader, e.g. heading, bullet points and underlining. - I can ensure the consistent and correct use of tense throughout a piece of writing - I can assure correct subject and verb agreement when using singular and plural
	Vocab and grammar	- I can sometimes demonstrate how to use the passive to affect the presentation of a sentence. - I can sometimes write appropriate sentences using formal and informal speech. - I can sometimes show examples in my work of use of expanded noun phrases.	- I can demonstrate how to use the passive to affect the presentation of a sentence. - I can write appropriate sentences using formal and informal speech. - I can show examples in my work of use of expanded noun phrases.
	Punctuation	- I can use a comma, bracket or dash with accuracy and confidence within my writing. - I can use colons with accuracy and confidence within my writing.	- I can use semicolons, colons and dashes (boundaries and lists). - I can use an ellipsis as an omission of a word. - I can use bullet points to list information.
<u>Text types to be covered</u>	Narrative Report Explanation Journals		
<u>Topics and Rich Texts used</u>	Year A	'Swords and Sandals' - Ancient Greece Theseus and the Minotaur	'Pharaohs' - Ancient Egypt Secrets of a Sun King - Emma Carroll
	Year B	Frozen Kingdom	From Infinity and Beyond
<u>Speaking and listening</u> (from 21 steps Speaking and Listening)	Talking to others: competence; confidence; recitation, solo performance and presentation	- I can express and explain relevant ideas and feelings with some elaboration. - I can collaborate in a group to prepare a presentation.	- I can select appropriate registers with more precision. - I can use my developing language skills by participating in public speaking activities.
	Talking with others: listening; responding; discussion and debate	- I can participate in discussions, effectively, and I am beginning to challenge views.	- I can shape the overall direction of talk with effective contributions across a range of contexts.
	Role-play and drama	- I can make use of opportunities to devise and script drama for one another and a range of audiences	- I can create, adopt, and sustain roles and I can sometimes respond to other performers.

Spelling
(No
Nonsense
Spelling)

Block 3 – spring first half term

Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go	Lesson 2 Revise From Years 3 and 4: apostrophe for possession	Lesson 3 Strategies for learning words: words from personal spelling lists
Week 2	Lesson 4 Assess words from statutory and personal spelling lists	Lesson 5 Teach Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)	
Week 3	Lesson 6 Teach Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)	Lesson 7 Assess Rare GPCs: dictation	Lesson 8 Revise/Teach Using spelling journals for etymology
Week 4	Lesson 9 Teach Words ending in '-ably' and '-ibly'	Lesson 10 Practise Words ending in '-ably' and '-ibly'	
Week 5	Lesson 11 Assess Words ending in '-ably' and '-ibly'	Lesson 12 Teach Homophones (<i>led/lead, steel/steal, alter/altar</i>)	Lesson 13 Practise Strategies for learning words: homophones
Week 6	Lesson 14 Apply Homophones	Lesson 15 Learn/Assess Strategies for learning words: words from statutory and personal spelling lists	

Block 4 – spring second half term

Week 1	Lesson 1 Revise Spellings taught in previous half term	Lesson 2 Revise Spellings taught in previous half term	Lesson 3 Assess words from statutory and personal spelling lists
Week 2	Lesson 4 Teach Proofreading: checking from another source after writing	Lesson 5 Practise Proofreading	
Week 3	Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 7 Revise Building words from root words	Lesson 8 Practise Building words from root words
Week 4	Lesson 9 Assess Building words from root words	Lesson 10 Revise Homophones	
Week 5	Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 12 Assess Words from statutory and personal lists	Lesson 13 Teach Words with the /i:/ sound spelt 'ei'
Week 6	Lesson 14 Teach 'ei' and 'ie' words	Lesson 15 Assess 'ei' and 'ie' words	

Block 3 – spring first half term

Week 1	Lesson 1 Revise Words with 'ough' letter string	Lesson 2 Practise Words with 'ough' letter string	Lesson 3 Assess Words with 'ough' letter string: pair testing
Week 2	Lesson 4 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 5 Learn Strategies for learning words: words from statutory and personal spelling lists	
Week 3	Lesson 6 Assess Words from statutory and personal spelling lists: pair testing	Lesson 7 Teach Words ending '-cial' and '-tial'	Lesson 8 Practise Words ending '-cial' and '-tial'
Week 4	Lesson 9 Apply Words ending '-cial' and '-tial'	Lesson 10 Teach Proofreading someone else's writing	
Week 5	Lesson 11 Learn Strategies for learning words: words from personal spellings lists	Lesson 12 Assess Words from personal spellings lists: pair testing	Lesson 13 Revise Generating words from prefixes
Week 6	Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Assess All statutory words learnt so far this term	

Block 4 – spring second half term

Week 1	Lesson 1 Revise Spelling learning from the previous half term	Lesson 2 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 3 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 2	Lesson 4 Assess Words from statutory and personal spelling lists	Lesson 5 Teach Homophones (<i>dessert/desert, stationery/stationary, complement/compliment, principle/principal, prophet/profit</i>)	
Week 3	Lesson 6 Revise Homophones covered in KS2	Lesson 7 Assess Homophones covered in KS2: dictation	Lesson 8 Practise Proofreading
Week 4	Lesson 9 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 10 Assess Words from statutory and personal spelling lists	
Week 5	Lesson 11 Revise Generating words from prefixes and roots	Lesson 12 Practise/Apply Generating words from prefixes and roots	
Week 6	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 14 Assess Words from statutory spelling lists	