



St Alban's Catholic Primary School

“St Alban’s school exists to provide high quality education within a living Catholic Community which values each individual and enables every child to reach his or her full potential.”

English Overview

Class: Year 5

Term: Autumn 2016

Week:	Area of Learning	Learning Objectives:	Possible topic links
1	Classic Fiction	Discuss extracts from classic Kipling texts (Jungle Book). Share and justify their views. Identify features of Kipling's style. Rehearse basic speech punctuation. Punctuating speech. Converting drama script into dialogue using correct punctuation.	Link the Just So explanations of animals to our Earth, Moon and Sun topic. Use the stories to compare and discuss how Earth became populated with so many different types of life forms. Link this to our RE studies into Creation.
2		Discuss content and style of another Kipling text. Answer questions about a text. Discuss Kipling's style in Just So Stories. Analyse and compare Kipling's style in Just So Stories. Revise simple, compound and complex sentences. Use a range of conjunctions. Recognise relative clauses. Use relative clauses to give clues to characters, motivation and plot. Identify words used to introduce relative clauses. Create a story mountain/map. Change the point of view of a story.	
3		Identify the features of diaries. Rewrite a story they have read in a different style - diary. Use simple, compound and complex sentences. Use a range of conjunctions. Collect ideas about features of an animal. Link features to character traits. Identify features of a Kipling text.	

		<p>Start first draft of a Just So Story. Complete draft of Just So Story. Use simple, compound and complex sentences. Use a range of conjunctions. Edit and proof-read their story. Replace excessive dialogue with action or descriptive passages. Use informal language.</p>	
4	Choral or Performance Poems	<p>Listen to some performance poems. Discuss the features of a good performance poem. Compare two performance poems on the same theme. Explain what is meant by an expanded noun phrase. Write some extended noun phrases in sentences. Annotate a poem to highlight features used. Compare three versions of a traditional fairy tale. Identify repeated phrases that could be used in a poem based on the fairy tale. Prepare a poem for a performance. Recite a performance poem in small groups. Understand the use of subjunctive verb forms. Listen to poetry based on a subjunctive phrase. Write a poem based on one they have heard using the subjunctive form.</p>	<p>Link poetry to stories of how our ancient ancestors explained the features of the planet and stars.</p> <p>Write and perform poetry based on the religious events studied during RE</p>
5		<p>Investigate onomatopoeia as a feature to enhance poems. Identify alliteration used in poems. Learn to spell words that end in <i>-cious</i> or <i>-tious</i>. Use dictionaries to find out meanings. Listen to some rap poetry. Recite rap poetry together to feel the rhythm of the text. Investigate the use of different graphemes in rhyming words. Use rhyming dictionaries and thesauruses. Plan a performance poem based on a fairy tale. Listen to a range of variations of traditional fairy tales, e.g. a twist in the tale, an unusual setting, told by a different voice, etc. Recap features of a good performance poem. Finish writing a performance poem based on a traditional fairy tale.</p>	
6	Assessment Week		
7	Historical Stories	<p>Read the blurb and Author's Note of a book. Listen to the opening chapter of a story read by an adult. In a group, read & discuss two chapters of a book. Answer comprehension questions. Summarise a chapter. Identify different types of sentences: simple, compound & complex. Recognise that sentences contain one or more clauses. List co-ordinating conjunctions that join main clauses.</p>	<p>Link to our studies of the Earth, Moon and Sun - Look into how our ancient ancestors explained features of the planet and stars using stories.</p>

		<p>List subordinating conjunctions that link subordinate clauses to main clauses.</p> <p>Retell part of a story.</p> <p>Investigate the use of commas in sentences.</p> <p>Identify the function of commas in sentences.</p>	
8		<p>List the main characters met in a book.</p> <p>Explain that the letter-string <i>ough</i> can be used to spell a number of different sounds.</p> <p>Identify words containing the letter-string <i>ough</i> that have the same sound.</p> <p>Write a description of a character.</p> <p>Understand that facts can be learnt from a fiction book.</p> <p>Discuss & predict orally what will happen next in a story.</p> <p>Write a prediction of what will happen next.</p> <p>Compare the ending of the story with their prediction.</p> <p>Discuss anachronisms in historical stories.</p> <p>Create guidelines for an author of historical stories.</p> <p>Begin compiling a glossary of terms used in that historical period.</p> <p>Understand that specific vocabulary is required for writing historical stories.</p> <p>Write a letter in role as one of the characters.</p>	
9		<p>Compare a book with the play and the film of the book.</p> <p>Rehearse the features of play scripts.</p> <p>Convert a chapter from a book into a play script for a scene.</p> <p>Understand the features of play scripts and use in own writing.</p> <p>Convert a chapter from a book into a play script for a scene.</p> <p>Spell words containing the letter-string <i>ough</i>.</p> <p>Listen to a short historical story.</p> <p>Add further words to the glossary.</p> <p>Understand that relative clauses can be used to elaborate sentences.</p> <p>List some relative pronouns and relative adverbs that can be used to start a relative clause.</p> <p>Understand that the relative pronoun can be omitted from a sentence but is understood.</p> <p>Discuss how the illustrations can enhance a book.</p> <p>Recognise that facts can be gleaned from the illustrations in a historical story.</p> <p>Research historical facts related to the story.</p> <p>Make notes and use them to prepare a presentation in a group.</p>	
10		<p>Rehearse the punctuation of dialogue.</p> <p>Write dialogue for a character from a story they have read.</p> <p>Recognise that verbs other than 'said' can be used in dialogue.</p> <p>Use adverbs or phrases to modify 'said'.</p> <p>Compare two short stories on a similar theme.</p> <p>Understand how illustrations can enhance a story.</p> <p>Add further words to the glossary.</p>	

		<p>Use and learn to spell words from Years 5 & 6 word list</p> <p>Compare another short story on a similar theme.</p> <p>Understand that the style of illustrations can create different effects.</p> <p>Use the short stories as inspiration for a description of a setting.</p> <p>Use cursive handwriting.</p> <p>Choose their favourite from different books on a similar theme.</p> <p>Know why book reviews are written and who reads them.</p> <p>Give an opinion about their favourite book in the form of a review.</p>	
11	Recounts	<p>Discuss and give opinions about images.</p> <p>Discuss the purpose, style and content of a range of recounts.</p> <p>Identify features of recounts.</p> <p>Compare official recount documents with recounts from newspapers or magazines.</p> <p>Understand how commas are used in a list and to show pauses/separate parts in a sentence.</p> <p>Understand how a colon can be used to introduce a list.</p> <p>Highlight the separate parts of sentences, inserting a comma in the appropriate place.</p> <p>Use adverbials to add detail to writing (how, where, when).</p> <p>Look at the effect of putting adverbials in different places in a sentence.</p> <p>Plan a sequel to a story they have read.</p> <p>Write the draft of their sequel.</p> <p>Compare the style and language of a diary with other recounts.</p> <p>Write in the style of a diary.</p> <p>Use adverbials of time, number and place.</p>	<p>Recount fictional space journeys for our Earth, Moon and Sun topic.</p> <p>Recount events linked with our RE studies.</p>
12		<p>Read and compare an eye-witness recount with a historical recount.</p> <p>Write and change the order of adverbials in sentences.</p> <p>Discuss how hoax images can be prepared.</p> <p>Ask questions of hot-seated 'eye-witnesses'.</p> <p>In small groups plan an outline of events for a UFO sighting at school.</p> <p>Rehearse features of recounts.</p> <p>Plan and start to draft an impersonal or personal recount about UFO sighting.</p> <p>Analyse a draft recount.</p> <p>Use dictionary skills to check spellings.</p> <p>Finish and edit recount.</p> <p>Use adverbials to add detail and provide cohesion.</p>	
13	Classic Poems	<ol style="list-style-type: none"> 1. Identify features of poetry. 2. Prepare and memorise sections of a classic poem. 3. Recite a classic poem as a group. <ol style="list-style-type: none"> 1. Understand how the use of hyphens can change the meaning of a sentence. 	WW1 War poetry

		<p>2. Write a limerick.</p> <p>3. Use hyphens to change the meaning of limericks.</p> <p>1. Compare two similar poems - cautionary tales.</p> <p>2. Analyse a cautionary tale from a particular point of view.</p> <p>3. Justify their view point.</p>	
14		<p>Understand how to create expanded noun phrases.</p> <p>Write expanded noun phrases to describe a character.</p> <p>Explain the structure of a cautionary tale.</p> <p>Brainstorm ideas for their own cautionary tale.</p> <p>Use a thesaurus.</p> <p>Use a rhyming dictionary.</p> <p>Write the first draft of a cautionary tale (poem).</p> <p>Use a thesaurus.</p> <p>Use a rhyming dictionary.</p> <p>Edit and proof-read their writing.</p> <p>Redraft their poems.</p> <p>Present their poems on paper and orally.</p>	
15	Assessment Week		

ICT will be used to support the English curriculum where appropriate.