**Year 5 Overview**

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| **Autumn** | | **Autumn 1**  Theme: Stargazers | | | | | | | | **Autumn 2**  Theme: Pharaohs | | | | | | | | |
| **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | | **Week 12** | **Week 13** | **Week 14** | **Week 15** |
| **Text / Focus** | | ::Screen Shot 2019-08-22 at 19.05.36.png  Cosmic by Frank Cottrell-Boyce | | | | ::Screen Shot 2019-08-22 at 19.05.04.png  The Northern Lights by Phillip Pullman | | | | ::Screen Shot 2019-08-22 at 19.47.54.png  Secrets of a Sun King by Emma Carroll | | | | ::Screen Shot 2019-08-22 at 19.04.46.png  The Phoenix Code by Helen Moss | | | | |
| **Phonics** | | * 1:1 and small group interventions for new arrivals | | | | | | | | * 1:1 and small group interventions for new arrivals | | | | | | | | |
| **Spelling** | | ***RWI Spelling Units 1 and 2***  **Learning words**   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often * confused * use knowledge of morphology and etymology in spelling * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus.   ***Spelling of some words needs to be learnt specifically:***   * Words ending in –ible * Words containing the letter-string ough * Words with ‘silent’ letter ***-b*** * Homophones * Common Exception Words | | | | | | | | ***RWI Spelling Units 3 and 4***  **Learning words**   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often * confused * use knowledge of morphology and etymology in spelling * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus.   ***Spelling of some words needs to be learnt specifically:***   * Words ending in –able * Words with ‘silent’ letter ***-t*** * Homophones * Common Exception Words | | | | | | | | |
| **Word Reading** | | * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. * When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation. | | | | | | | | * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. * When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation. | | | | | | | | |
| **Comprehension** | | ***Maintain positive attitudes to reading and understanding of what they read by:***   * continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * recommending books that they have read to their peers, giving reasons for their choices   ***Understand what they read by:***   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understanding * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | | | | | | | | ***Maintain positive attitudes to reading and understanding of what they read by:***   * 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   ***Understand what they read by:***   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understanding * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * distinguish between statements of fact and opinion * 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 | | | | | | | | |
| **Spoken Language** | | ∙ listen and respond appropriately to adults and their peers  ∙ ask relevant questions to extend their understanding and knowledge   * use relevant strategies to build their vocabulary | | | | | | | | ∙ listen and respond appropriately to adults and their peers  ∙ ask relevant questions to extend their understanding and knowledge   * use relevant strategies to build their vocabulary | | | | | | | | |
| **Writing** | **Composition** | ***Plan their writing by:***   * identifying the audience for and purpose of the writing, * selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas,   ***Draft and write by:***   * selecting appropriate grammar and vocabulary * in narratives, describing settings, characters and atmosphere * using a wide range of devices to build cohesion within and across paragraphs   ***Evaluate and edit by:***   * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * proof-read for spelling and punctuation errors   ‘/fv1 | | | | | | | | ***Plan their writing by:***   * identifying the audience for and purpose of the writing, * selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, * drawing on reading and research where necessary   ***Draft and write by:***   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages * using a wide range of devices to build cohesion within and across paragraphs   ***Evaluate and edit by:***   * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * proof-read for spelling and punctuation errors | | | | | | | | |
| **Grammar/ Punctuation** | ***Develop their understanding of the concepts:***   * using expanded noun phrases to convey complicated information concisely * learning the grammar for years 5   ***Learning the grammar for year 5:***   * using commas to clarify meaning or avoid ambiguity in writing * Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] * Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]   ***Use and understand the grammatical terminology in discussing their writing:***  modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | | | | | | | | ***Develop their understanding of the concepts:***   * using expanded noun phrases to convey complicated information concisely * using modal verbs or adverbs to indicate degrees of possibility * learning the grammar for years 5   ***Learning the grammar for year 5:***   * using commas to clarify meaning or avoid ambiguity in writing * Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] * Verb prefixes [for example, dis–, de–, mis–, over– and re–]   ***Use and understand the grammatical terminology in discussing their writing:***  modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | | | | | | | | |
| **Handwriting** | | **Linked to spellings, writing**  ***Write legibly, fluently and with increasing speed by:***   * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task. | | | | | | | | **Linked to spellings, writing**  ***Write legibly, fluently and with increasing speed by:***   * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task. | | | | | | | | |

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| **Spring Term** | | **Spring 1**  Theme: Scream Machine | | | | | | | **Spring 2**  Theme: Allotment | | | | | | |
|  | | **Week 16** | **Week 17** | **Week 18** | **Week 19** | | **Week 20** | **Week 21** | **Week 22** | **Week 23** | | **Week 24** | **Week 25** | **Week 26** | **Week 27** |
| **Text / Focus** | | ::Screen Shot 2019-08-22 at 19.03.43.png  The Boy Who Swam with Piranhas by David Almond | | | | ::Screen Shot 2019-08-22 at 19.03.22.png  Awesome Engineering- Fairground Rides by Sally Spray | | | ::Screen Shot 2019-08-22 at 19.03.04.png  The Promise by Nicola Davies | | ::Screen Shot 2019-08-22 at 19.02.34.png  Tom’s Midnight Garden- graphic novel by Philippa Pearce | | | | |
| **Phonics** | | 1:1 and small group interventions for new arrivals | | | | | | | * 1:1 and small group interventions for new arrivals | | | | | | |
| **Spelling** | | ***RWI Spelling Units 5 and 6***  **Learning words**   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often * confused * use knowledge of morphology and etymology in spelling * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus.   ***Spelling of some words needs to be learnt specifically:***   * Words ending in –ent * Words ending in –ably and –ibly * Homophones and other words that are often confused * Common Exception Words | | | | | | | ***RWI Spelling Units 7 and 8***  **Learning words**   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often * confused * use knowledge of morphology and etymology in spelling * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus.   ***Spelling of some words needs to be learnt specifically:***   * **Words ending in –ence** * **Words with the /i:/ sound spelt ei after c** * Homophones and other words that are often confused * Common Exception Words | | | | | | |
| **Word Reading** | | * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. * When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation. | | | | | | | * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. * When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation. | | | | | | |
| **Comprehension** | | ***Maintain positive attitudes to reading and understanding of what they read by:***   * 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 * identifying and discussing themes and conventions in and across a wide range of writing   ***Understand what they read by:***   * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * identifying how language, structure and presentation contribute to meaning * retrieve, record and present information from non-fiction * explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary | | | | | | | ***Maintain positive attitudes to reading and understanding of what they read by:***   * 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 * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books   ***Understand what they read by:***   * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context * asking questions to improve their understanding * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * 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 * provide reasoned justifications for their views. | | | | | | |
| **Spoken Language** | | * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | | | | | * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | | | | |
| **Writing** | **Composition** | ***Plan their writing by:***   * selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, * drawing on reading and research where necessary   ***Draft and write by:***   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]   ***Evaluate and edit by:***   * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, * distinguishing between the language of speech and writing and choosing the appropriate register | | | | | | | ***Plan their writing by:***   * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   ***Draft and write by:***   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages   ***Evaluate and edit by:***   * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural * distinguishing between the language of speech and writing and choosing the appropriate register | | | | | | |
| **Grammar/ Punctuation** | ***Develop their understanding of the concepts:***   * using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * learning the grammar for years 5   ***Learning the grammar for year 5:***   * Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] * Verb prefixes [for example, dis–, de–, mis–, over– and re–] * Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]   ***Use and understand the grammatical terminology in discussing their writing:***  modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | | | | | | | ***Develop their understanding of the concepts:***   * using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * learning the grammar for years 5   ***Learning the grammar for year 5:***   * Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] * Verb prefixes [for example, dis–, de–, mis–, over– and re–] * Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]   ***Use and understand the grammatical terminology in discussing their writing:***  modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | | | | | | |
| **Handwriting** | | **Linked to spellings, writing**  ***Write legibly, fluently and with increasing speed by:***   * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task. | | | | | | | **Linked to spellings, writing**  ***Write legibly, fluently and with increasing speed by:***   * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task. | | | | | | |

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| **Summer term** | | **Summer 1**  Theme: Beast Creator | | | | | **Summer 2**  Theme: Alchemy Island | | | | | | |
| **Week 28** | **Week 29** | **Week 30** | **Week 31** | **Week 32** | **Week 33** | **Week 34** | **Week 35** | **Week 36** | **Week 37** | **Week 38** | **Week 39** |
| **Text / Focus** | | ::Screen Shot 2019-08-22 at 19.02.04.png  The Adventures of Odysseus by Hugh Lupton | | | | ::Screen Shot 2019-08-22 at 19.25.46.pngFalling Out of the Sky by Rachel Piercey | ::Screen Shot 2019-08-22 at 19.01.32.png  Floodlands by Marcus Sedgwick | | | | | ::Screen Shot 2019-08-21 at 19.54.04.png  Non-Fiction Focus- Barnet Library Loans Service | |
| **Phonics** | | * 1:1 and small group interventions for new arrivals | | | | | * 1:1 and small group interventions for new arrivals | | | | | | |
| **Spelling** | | ***RWI Spelling Units 9 and 10***  **Learning words**   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often * confused * use knowledge of morphology and etymology in spelling * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus.   ***Spelling of some words needs to be learnt specifically:***   * Endings which sound like /ʃəs/ spelt –cious * Words ending in –ant, –ance/–ancy, * Homophones and other words that are often confused * Common Exception Words | | | | | ***RWI Spelling Units 11 and 12***  **Learning words**   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * continue to distinguish between homophones and other words which are often * confused * use knowledge of morphology and etymology in spelling * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus.   ***Spelling of some words needs to be learnt specifically:***   * Endings which sound like /ʃəs/ spelt –tious * Endings which sound like /ʃəl/ -cial, -tial * Homophones and other words that are often confused * Common Exception Words | | | | | | |
| **Word Reading** | | * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. * When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation. | | | | | * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. * When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation. | | | | | | |
| **Comprehension** | | ***Maintain positive attitudes to reading and understanding of what they read by:***   * 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 * 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   ***Understand what they read by:***   * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas * 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 | | | | | ***Maintain positive attitudes to reading and understanding of what they read by:***   * 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 * recommending books that they have read to their peers, giving reasons for their choices * identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books   ***Understand what they read by:***   * summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas * identifying how language, structure and presentation contribute to meaning * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * distinguish between statements of fact and opinion * retrieve, record and present information from non-fiction * 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, maintaining a focus on the topic and using notes where necessary | | | | | | |
| **Spoken Language** | | * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role-play, improvisations and debates. | | | | | * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role-play, improvisations and debates. | | | | | | |
| **Writing** | **Composition** | ***Plan their writing by:***   * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   ***Draft and write by:***   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages  using a wide range of devices to build cohesion within and across paragraphs   ***Evaluate and edit by:***   * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | | | | | ***Plan their writing by:***   * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   ***Draft and write by:***   * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]   ***Evaluate and edit by:***   * ensuring the consistent and correct use of tense throughout a piece of writing * proof-read for spelling and punctuation errors | | | | | | |
| **Grammar/ Punctuation** | ***Develop their understanding of the concepts:***   * learning the grammar for years 5   ***Learning the grammar for year 5:***   * using brackets, dashes or commas to indicate parenthesis * Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]   ***Use and understand the grammatical terminology in discussing their writing:***  modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | | | | | ***Develop their understanding of the concepts:***   * learning the grammar for years 5   ***Learning the grammar for year 5:***   * using commas to clarify meaning or avoid ambiguity in writing * using brackets, dashes or commas to indicate parenthesis   ***Use and understand the grammatical terminology in discussing their writing:***  modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | | | | | | |
| **Handwriting** | | **Linked to spellings, writing**  ***Write legibly, fluently and with increasing speed by:***   * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task. | | | | | **Linked to spellings, writing**  ***Write legibly, fluently and with increasing speed by:***   * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task. | | | | | | |