

Year 5 English – Autumn 1

Spoken language:

Engage the interest of the listener by varying their expression and vocabulary
Adapt spoken language to the audience, purpose and context.

Talk and listen confidently in a wide range of contexts, including some that are formal.

Develop ideas and opinions with relevant detail.

Begin to use standard English in formal situations.

Perform their own compositions, using appropriate intonation and volume so that meaning is clear

Express a personal point of view about a text, giving reason

Hook for Learning:

Video clips the man who walked between the towers
The Greatest Showman- tightrope walker

Talk pathway... Perform poems making careful choices about how they convey ideas and characters and situations by adapting expression and tone.

Non-negotiables:

Always uses capital letters and full stops accurately.
Always uses question marks and exclamation marks accurately. Uses a comma after a fronted adverbial.

Reading- language

Uses knowledge of vocabulary and context to give meaning to new language. Explains clearly how vocabulary choices affect meaning in a range of text types. Can discuss how the use of different sentence types changes the meaning of a passage. Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc.

Vocabulary, Punctuation and Grammar (PIXL TCCs)

Uses a wide range of co-ordinating and subordinating conjunctions to develop and extend their ideas Can maintain a consistent tense through choosing and using an appropriate verb form. Within sentences, subjects and verbs agree

Always uses capital letters and full stops accurately. Always uses question marks and exclamation marks accurately. Uses a comma after a fronted adverbial.

Can use commas to separate clauses. Uses apostrophes to mark plural possession (e.g. the girl's name, the girls' names). Uses inverted commas and other punctuation to indicate direct speech. Can identify and use determiners. Can identify and use pronouns. Can identify and use possessive pronouns. Can identify and use a range of adverbials including those that indicate frequency and degrees of possibility.

Composition

Identify the audience for and purpose of the writing.

Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition.

Identify the audience and the purpose before writing and adapt accordingly.

A range of devices to build cohesion e.g. fronted adverbials, expanded noun phrases, prepositional phrases. Select appropriate grammar and vocabulary to change or enhance meaning.

Reading- retrieval

Understands and explains the main points from what they have read, with direct reference to the text. Identify explicit details from the text, showing the section of the text they found the information. Is able to explain how paragraphs have been used to organise a text. Can identify the text type according to key features

Genres and Texts:

The Man who walked between the Towers-Mordicai Gerstein
Poetry- based on Literacy Shed unit 'The Ridge'. Persuasive letter, Poetry analysis, recount in role as a character

Transcription/spelling/handwriting

Write legibly fluently and with increasing speed

Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify.

Understand the general rules for adding prefixes and suffixes above.

Inference

Can make inferences about characters' actions in a story based on evidence from the text. Can prove or disprove simple statements about a character by finding evidence in a text. Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative. Gives feasible, reasoned predictions based on evidence

Year 5 English –Weekly

Week 2 Dawn Robinson wellbeing unit

Write in role as a character from 'Inside Out'. Use a range of co-ordinating and subordinating conjunctions.

PIXL TCC Sentence composition

Experiments with clause structures to give variety to their writing. Uses a wide range of co-ordinating and subordinating conjunctions to develop and extend their ideas Can maintain a consistent tense through choosing and using an appropriate verb form.

Week 3 Dawn Robinson wellbeing unit

Write a set of instructions based on 'Hacks to Happiness' Adverbs, imperative verbs, longer sentences for extra information with parenthesis, bullet points and headings.

PIXL TCC Sentence composition

Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition Within sentences, subjects and verbs agree, e.g. 'We were playing' rather than 'We was playing'

Week 4 Introduce the text 'The man who walked between the towers'-collect vocabulary and sentence types

Make notes using edingly openers. Use expanded noun phrases with prepositions

PIXL TCC Punctuation

Always uses capital letters and full stops accurately. Always uses question marks and exclamation marks accurately. Uses a comma after a fronted adverbial.

Week 5- Write a persuasive letter based on the book – 'The man who walked between the towers' (with green pen editing)

Identify the audience and the purpose before writing and adapt accordingly. Range of sentence openers (edingly) punctuated correctly. Expanded noun phrases Suffixes –er/estto form comparisons of adjectives and adverbs

PIXL TCC Punctuation

Can use commas to separate clauses. Uses apostrophes to mark plural possession (e.g. the girl's name, the girls' names). Uses inverted commas and other punctuation to indicate direct speech (e.g. The conductor shouted, "Sit down!")

Week 6- Write in role as Philip, documenting the moment he walks between the towers (with editing strip)

A range of devices to build cohesion e.g. fronted adverbials, expanded noun phrases, prepositional phrases. Select appropriate grammar and vocabulary to change or enhance meaning. Direct speech.

PIXL TCC Grammatical terms and word classes

Can identify and use determiners. Can identify and use pronouns

Week 7- Literacy Shed unit 'The Ridge'/ Discuss and evaluate how authors use language, including figurative language, considering the impact.

Provide reasoned justifications for their views. Write a version considering precise, ambitious word choices and acting out scenes. Use –edingly openers and a range of nouns and pronouns. Perform a poem in a variety of ways varying adapting expression and tone.

PIXL TCC Grammatical terms and word classes

Can identify and use possessive pronouns. Can identify and use a range of adverbials including those that indicate frequency and degrees of possibility (e.g. sometimes, perhaps)

Week 8- Literacy Shed unit 'The Ridge' Write a poem using personification

Commas for a list Use of commas to clarify meaning or avoid ambiguity. Figurative language (metaphors, alliteration, similes, onomatopoeia). Use appropriate sentence forms.

Grammar skills recap sessions to close gaps from TCCs