

Year 5 English Scheme of Work

2023-2024

<p><u>Objectives</u></p> <p>Reading and Comprehension</p> <p>To maintain positive attitudes to reading and understanding of what they read by:</p> <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• 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• learning a wider range of poetry by heart	<p><u>Autumn Term</u></p> <p><u>Comprehension</u></p> <p>Visualisation Activities</p> <p>Class reader: Holes by Louis Sachar</p> <p>Holes comprehension multiple choice and written answers. CGP Targeted comprehension Book 1 fiction /non- fiction /poetry texts:</p> <p>Portrait of a Dragon The Word Party Astronauts Guide to Life on Earth Why Recycle? Tales of King Arthur The Great Fire of London The Iron Man Pompeii</p> <p>Poetry by Heart: Jumblies</p>	<p><u>Writing</u></p> <p>Letters Diary writing Descriptions Non-fiction information text Shared writing Film Review</p> <p>Using 'MASSIVE' techniques</p>	<p><u>SPAG</u></p> <p>Weekly spelling tests of the NC words for Year 5 and Year 6, with options for challenge and extension, including topic-based words.</p> <p>Daily SPAG exercises</p> <p>Basic punctuation Apostrophes Parts of Speech Clauses/phrases/sentences Adverbial phrases/fronted adverbials Personification There, their and they're Modal Verbs</p>
--	--	--	---

<ul style="list-style-type: none"> • 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: • 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 • 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 • 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 	<p><u>Spring Term</u> <u>Comprehension</u></p> <p>Visualisation Activities</p> <p>Class Reader TBC</p> <p>CGP Targeted comprehension Book 1 fiction /non- fiction /poetry texts :</p> <p>The Snitterjipe Vi Spy:Licence to Chill Video Gaming Grandma The Infinite Tracking Basking Sharks A letter from EB White</p> <p>Poetry by Heart: Grey and White and Black (Poems about Nature in CGP)</p>	<p><u>Writing</u></p> <p>Story Writing Project Newspaper Report Information Text Letters Descriptions Poetry Playscripts Newspaper articles</p> <p>Using 'MASSIVE' and 'AFOREST'</p> <p>Short story writing Project</p>	<p><u>SPAG</u></p> <p>Weekly spelling tests of the NC words for Year 5 and Year 6, with options for challenge and extension, including topic-based words.</p> <p>Daily SPAG exercises Basic Punctuation Adverbs Ways to start a sentence Improving Sentences Revising punctuation for speech TipTop Paragraphing Speechmarks Modal Verbs Revise fronted adverbials</p>
--	---	--	---

<p>Writing</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p>	<p>Summer Term Comprehension</p> <p>Visualisation Activities</p> <p>10 minute tests multiple choice CGP Dragon Boy extracts Wind in the Willows Wolves of Willoughby Chase</p> <p>11+ Practice Papers</p> <p>Poetry by Heart: TBC</p>	<p>Writing</p> <p>Letters Continuation Descriptions – creative and timed in style of 11+ Diary writing Newspaper article Leaflet</p> <p>Using ‘MASSIVE’</p> <p>.</p>	<p>SPAG</p> <p>Weekly spelling tests of the NC words for Year 5 and Year 6, with options for challenge and extension, including topic-based words.</p> <p>Daily SPAG Using brackets, dashes or commas to indicate parenthesis Revise Parts of Speech Pronouns Standard and Non-standard English cohesion and linking paragraphs Conjunctions and prepositions Determiners</p>
---	--	---	--

- assessing the effectiveness of their own and others' writing
- 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
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

SPAG

Text

Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] 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]

Punctuation

Brackets, dashes or commas to indicate parenthesis

