

YEAR 5 ENGLISH OVERVIEW

<p>Autumn 1 (Oct) Hansel and Gretel by Neil Gaiman</p> <p>Narrative: Dual Narrative</p> <p>Purpose: To narrate</p>	<p>Handwriting – Nelson Handwriting Scheme</p> <p>Spelling-Refer to NNS & NC Develop a range of personal strategies for learning new and irregular words. Use the 1st three or four letters of a word to check spellings, meaning or both of these in a dictionary Proofread for spelling errors Develop a range of strategies for checking and proof reading spellings after writing Review year 3/ 4 words Introduce Y 5 words Words ending in ‘able’ and ‘ible’ Revise- apostrophe for contraction and possession -Use of the hyphen - plurals s, es, ies Words containing -ough Silent letters Homophones- See NNS</p> <p>Punctuation & Grammar Refer to NNG & NS Punctuating simple, compound and complex sentences accurately Speech punctuation, dash for parenthesis, brackets for parenthesis Modal verbs Formal and informal speech, passive form, linking ideas across paragraphs. Using adverbials. Commas for parenthesis. Dashes to mark boundaries between independent clauses Consolidate the use of apostrophes for contraction The use of adverbials</p>	<p>Autumn 2 (Dec) FARThER by Grahame Baker-Smith</p> <p>Recount: Letter</p> <p>Purpose: To recount</p>
<p>Spring 1 (Feb) The Hound of the Baskervilles by Arthur Conan Doyle</p> <p>Narrative: Cliffhanger Narrative</p> <p>Purpose: To narrate</p>	<p>Handwriting – Nelson Handwriting Scheme</p> <p>Spelling- Refer to NNS & NC Develop a range of personal strategies for learning new and irregular words. Use the 1st three or four letters of a word to check spellings, meaning or both of these in a dictionary Proofread for spelling errors Develop a range of strategies for checking and proof reading spellings after writing Homophones- See NNS year 5 words Revise- From Yr3/4- apostrophe Suffix words –ant, -ance, -ancy - homophones Words with the/i/sound spelt ei after c (deceive, receive) Teach ie ei Use dictionaries to create word webs</p> <p>Punctuation & Grammar Refer to NNG & NS Relative clauses who, which, where, when, whose, that or an omitted relative pronoun vocabulary of informal speech and vocabulary appropriate to formal speech. Use commas to clarify meaning and avoid ambiguity. Semi-colons to separate the boundary between independent clauses</p>	<p>Spring 2 (Easter) Where Once We Stood by Christopher Riley</p> <p>Recount: Formal Report</p> <p>Purpose: To recount</p>

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	<p>Linking ideas across paragraphs, using adverbials. Use hyphens to avoid ambiguity Verb prefixes re, over, dis. The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone. Indicate degrees of possibility using modal verbs and adverbs Consolidate use of apostrophes for possession. Consolidate using speech punctuation and layout correctly</p>	
<p>Summer 1 (May) The Lost Book of adventure by Unknown Adventurer</p> <p>Narrative: Survival Narrative</p> <p>Purpose: To narrate</p>	<p>Handwriting – Nelson Handwriting Scheme</p> <p>Spelling- Refer to NNS & NC Develop a range of personal strategies for learning new and irregular words. Use the 1st three or four letters of a word to check spellings, meaning or both of these in a dictionary Proofread for spelling errors Develop a range of strategies for checking and proof reading spellings after writing Year 5 words Suffix words - -ent, -ence – ency use of hyphen- to join a prefix to a root word Homophones, words with long e phoneme Words that are often confused- advice/advise practice/practise Use a thesaurus</p> <p>Punctuation & Grammar Refer to NNG & NS Use a thesaurus with confidence Verb prefixes mis, over and de. Transforming nouns and adjectives into verbs Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form Linking ideas across paragraphs, using adverbials. Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity, Commas for clarity</p>	<p>Summer (July) King Kong by Anthony Browne</p> <p>Discussion: Balanced Argument</p> <p>Purpose: To discuss</p>