



**Becontree Primary School**  
English Curriculum Overview  
**Year 5**

**By the end of the year, children will know and be able to in writing:**

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
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

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
- 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.

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- 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 and 6 in English Appendix 2

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

**in reading:**

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.


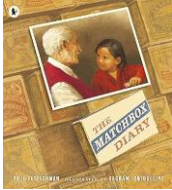
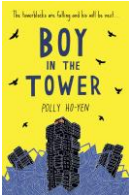

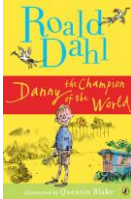

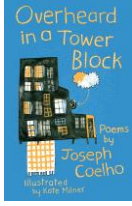

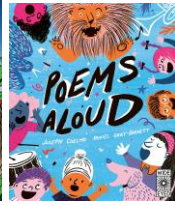

Maintain positive attitudes to reading and understanding of what they read by:

- 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
- 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
- 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
- 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

provide reasoned justifications for their views

		Autumn term		Spring term		Summer term	
		A	B	A	B	A	B
Writing		 <p>(Fairy tale) The Princess' Blankets, including writing a formal letter of advice and narrative</p> <p><b>Instructions</b> Link to PE</p>	<p><b>Discussion</b> Writing a balanced argument</p>   <p><b>Poetry</b> Last night I saw the city breathing Goodnight Stroud</p>	<p><b>Narrative</b> This is NOT a fairy tale</p> <p><b>Recount / Narrative</b> The Adventures of Odysseus by Hugh Lupton and Daniel Morden</p> 	<p><b>Recount</b> Bling! Writing diaries</p> <p><b>Biographies</b> Author Focus: Roald Dahl</p>	 <p><b>Playscripts</b> Catch it!</p>  <p><b>Newspaper recounts and narrative</b> The Lighthouse</p>	<p><b>Narrative</b> (Stories from another culture) Dragon Slayer</p> <p><b>Narrative</b> The Matchbox Diary by Paul Fleischman</p> 
	Reading	<p><b>Read Aloud</b></p>   <p>Boy in the Tower by Polly Ho-Yen (A) The Day No One Woke Up by Polly Ho-Yen (B)</p> <p><b>Book Study</b></p>   <p>Frankenstiltskin by Joseph Coelho (A) A Cat's Guide to the Night Sky by Stuart Atkinson &amp; Brendan Kearney (B)</p>	<p><b>Read Aloud</b></p>   <p>Danny, the Champion of the World by Roald Dahl (A) The Witches by Roald Dahl (B)</p> <p><b>Book Study</b></p>   <p>Odd and the Frost Giant by Neil Gaiman (A) Loki: A Bad God's Guide to Being Good by Louie Stowell (B)</p>	<p><b>Read Aloud</b></p>    <p>Overheard in a Tower Block, Werewolf Club Rules and Poems Aloud by Joseph Coelho</p> <p><b>Book Study</b></p>   <p>Loki: A Bad God's Guide to Being Good by Louie Stowell (A) Room 13 by Robert Swindells (B)</p>			

Areas of Teaching	Term 1A, Week 1	Term 1A, Week 2	Term 1A, Week 3	Term 1A, Week 4	Term 1A, Week 5	Term 1A, Week 6
<b>Core texts</b>	<b>The Princess' Blankets by Carol Ann Duffy</b>					<b>Instructions</b> Cross-curricular link: PE unit focusing on changing states
<b>Objectives</b>	To use conjunctions to link sentences and paragraphs To use evidence to make a prediction about the storyline To use clues from the text to understand the feelings of the main characters To identify key features of a letter	To write a formal letter giving advice To use subordinate clauses to create complex sentences	To use paragraphs to organise the content of my writing To plan for writing an ending in the style of a modern fairy tale To predict the ending of the story	To use descriptive language and create noun phrases to describe characters and settings To write an ending to a story. To use and punctuate fronted adverbials to expand sentences.	To use the key organizational features of instructional writing To write in present tense with the inclusion of imperative (bossy) verbs To write instructions for how to do something (of their choice)	To plan and write a set of instructions for how to safely perform a series of gymnastics rolls, turns etc for an instructional book to be used in PE lessons
<b>Reading</b> based on Complete Comprehension  and  Literacy Shed Plus book studies	The Wolf Wilder by Katherine Rundell (retrieval)	The Wolves of Willoughby Chase by Joan Aiken (Word meaning)	Life in Tudor Britain by Anita Ganeri (Summarising)	Love Letter from Mary Tudor to Her Husband, Philip of Spain by Brian Moses (Word meaning)	The House with Chicken Legs by Sophie Anderson (Inference)	The Wizards of Once by Cressida Cowell (Prediction)
	Two lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Frankenstiltskin by Joseph Coelho Genre: Fairy tales and prose					
<b>Read Aloud programme</b>	4 x 10-minute sessions a week Author focus: Polly Ho-Yen Text: Boy in the Tower					
<b>Grammar</b> based on Skills Builders	Grammar Ninja Toolkit Milestone 4 PACE	Unit 1 – Word Classes (2 sessions)	Unit 1 – Word Classes (2 sessions)	Unit 2: Phrases and clauses	Unit 5 – Modal verbs	<b>Added unit – Adverbs explaining how</b>
<b>Spelling</b> based on Spelling Shed	Words ending in '-tious' and '-ious'	Words ending in '-cious'	Words ending in /shul' spelled. '-cial'	Words ending in /shul/ spelled '-tial'	Words ending in /shul/ spelled '-cial' and '-tial'	Words ending in '-ant'
<b>Handwriting</b>	Handwriting – in line with weekly spelling patterns.					

Areas of Teaching	Term 1B, Week 1	Term 1B, Week 2	Term 1B, Week 3	Term 1B, Week 4	Term 1B, Week 5	Term 1B, Week 6
<b>Core texts</b>	<b>Discussion texts- Meet the Monster and Meet the Future</b>				<b>Last Night I Saw the City Breathing by Andrew Fusek-Peters</b> <b>Goodnight Stroud by Pie Corbett</b>	
<b>Objectives</b>	To discuss and makes notes on the question: Should natural environments be destroyed to make way for buildings for humans? To read 'Meet the Monster' and list reasons why a new shopping mall and arena SHOULD NOT be built in the park. To read 'Meet the Future' and list reasons why a new shopping mall and arena SHOULD be built in the park.	To plan a discussion text with opinions for and against an issue To write an introduction to a discussion To write arguments for the proposal including adverbs of possibility and modal verbs.	To write arguments against the proposal including adverbs of possibility and modal verbs. To write a conclusion, summing up the key points To edit writing using the ABC system (Add, Better, Correct)	Assessment task Discussion- Should School Uniforms Be Compulsory?  To independently plan a discussion giving reasons for and against the question. To independently write a discussion. To independently edit writing.	To use figurative language To write a description of a city at night.  To explore the language of a poem, identifying imagery and finding synonyms. To identify and compare patterns in the two poems.	To create imagery describing a school at night. To write a poem using stanzas and pattern. To use imagery to write 3 stanzas describing different parts of a school at night.  To use alliteration and adjectives to write an acrostic poem about Christmas.
<b>Reading</b> based on Complete Comprehension	War Horse by Michael Morpurgo (Inference)	The British (serves 60 million) by Benjamin Zephaniah (Relationship)	Beetle Boy by M.G Leonard (Summarising)	Beetle Boy: The Beetle Collector's Handbook by M.G Leonard (Word meaning)	The Polar Bears' Explorer Club by Alex Bell (Inference)	A Boy Called Christmas by Matt Haig (Progress Check)
and Literacy Shed Plus book studies	Two lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Odd and the Frost Giant by Neil Gaiman Genre: Adventure (some Norse mythology)					
<b>Read Aloud programme</b>	5 x 10-minute sessions a week Author focus: Polly Ho-Yen Text: The Day No One Woke Up					
<b>Grammar</b> based on Skills Builders	Grammar Ninja Procedural Variation 'Build and Vary'	Unit 4: Use adverbs of possibility	Unit 8 - Paragraphs	Unit 9 – Linking Paragraphs	Unit 19 – Using Dashes	Unit 18 – Using Commas
<b>Spelling</b> based on Spelling Shed	Words ending in '-ance' and '-ancy'	Words ending in '-ent' and '-ence'	Words ending in '-able' and '-ible'	Spelling challenge (Autumn B)	Words ending in '-ably' and '-ibly'	Words ending in '-able', where the 'e' from the root word remains
<b>Handwriting</b>	Handwriting – in line with weekly spelling patterns.					

Areas of Teaching	Term 2A, Week 1	Term 2A, Week 2	Term 2A, Week 3	Term 2A, Week 4	Term 2A, Week 5	Term 2A, Week 6
<b>Core texts</b>	This is NOT a Fairy Tale by Jeremy Strong			The Adventures of Odysseus by Hugh Lupton and Daniel Morden		
<b>Objectives</b>	<p><b>Narrative- This is NOT a Fairy Tale by Jeremy Strong (Unit 4 RWI)</b> -Story by a Famous Author</p> <p>Plan and write dialogues between two sets of characters</p>	<p><b>Narrative- This is NOT a Fairy Tale by Jeremy Strong (Unit 4 RWI)</b> -Story by a Famous Author</p> <p>Plan a sequel to the story.  Begin to write a sequel to the story.</p> <p>To use dialogue effectively to develop plot</p>	<p><b>Narrative- This is NOT a Fairy Tale by Jeremy Strong (Unit 4 RWI)</b> -Story by a Famous Author</p> <p>Complete sequel to the story.  Edit story.</p>	<p><b>Recounts/ Narrative- The Adventures of Odysseus/ The Iliad and the Odyssey (Power of Reading unit)</b></p> <p>To use detailed description to portray characters, setting and atmosphere.</p> <p>Create planning web of features of the Cyclops.</p> <p>Write a piece of prose describing the Cyclops.</p>	<p><b>Recounts/ Narrative- The Adventures of Odysseus/ The Iliad and the Odyssey (Power of Reading unit)</b></p> <p>To use detailed description to portray characters, setting and atmosphere.</p> <p>Create planning web of what happens on the boat as the winds are set free</p> <p>Write a piece of prose describing the atmosphere on the ship.</p>	<p><b>Recounts/ Narrative- The Adventures of Odysseus/ The Iliad and the Odyssey (Power of Reading unit)</b></p> <p>To use detailed description to portray characters, setting and atmosphere.</p> <p>Create planning web based on the setting of the journey into the Land of the Dead</p> <p>Write a piece of prose describing the setting.</p>
<b>Reading</b> based on Complete Comprehension and	Whale Boy by Nicola Davies (Word choice)	SeaWorld Decides to Stop Killer Whale Breeding Program by The Guardian (Relationship)	Who Let the Gods Out? by Maz Evans (Inference)	To Asgard! By Rachel Piercey (Retrieval)	The Boy at the Back of the Class by Onjali Q. Raúf (Inference)	Who are Refugees and Migrants? And Other Big Questions by Michael Rosen and Annemarie Young (Progress Check)
Literacy Shed Plus book studies	Three lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Loki: A Bad God's Guide to Being Good by Louie Stowell Genre: Humour and fantasy adventure					
<b>Read Aloud programme</b>	4 x 10-minute sessions a week Author focus: Roald Dahl Text: Danny, the Champion of the World					
<b>Grammar</b> based on Skills Builders	Grammar Ninja Relative Clauses who, which, that)	Unit 13 - Subject and verb agreement	Added Unit – Direct Speech	Spelling and Vocabulary – Unit 23 - Antonyms	Unit 3: Relative clauses	Unit 11: Present perfect tense
<b>Spelling</b> based on Spelling Shed	Words that are adverbs of time	Words ending in '-fer'	Words with 'silent' first letters	Words with 'silent' letters	Words spelled with 'ie' after c	Words where 'ei' makes an /ee/ sound
<b>Handwriting</b>	Handwriting – in line with weekly spelling patterns.					

Areas of Teaching	Term 2B Week 1	Term 2B, Week 2	Term 2B, Week 3	Term 2B, Week 4	Term 2B, Week 5	Term 2B, Week 6
<b>Core texts</b>	<b>Bling! by Jon Blake</b>		<b>Assessment Week</b>	<b>Biographies</b>		
<b>Objectives</b>	<p><b>Diary Writing</b></p> <p>Understanding the changing personality and feelings of a character through a story.</p> <p>Plan and write a series of diary entries showing the changing feelings of a character.</p> <p>Use appropriate language and vocabulary to reflect changing personality, emotions and feelings.</p>	<p><b>Diary Writing</b></p> <p>To plan and write a final diary entry predicting the actions the main character will take.</p> <p>To write diary entry.</p>	<p>Assessment:</p> <p>Diary Writing:</p> <p>Final diary entries for Billy Midas: What will he decide to do? What will the consequences be?</p>	<p>To identify the features of a biography.</p> <p>To contrast the style of a biography and autobiography.</p> <p>To use knowledge of the structure of a biography to begin compiling information for biography of a fictional character (Valerie, Loki or Thor)</p>	<p>To finish planning and begin to write biography.</p> <p>To write a biography about a chosen character (Valerie, Loki or Thor)</p>	
<b>Reading</b> based on Complete Comprehension	The Jamie Drake Equation by Christopher Edge (Retrieval)	Once Upon A Star by James Carter (Word meaning)	Harry Houdini by Laura Lodge (Retrieval)	The Nowhere Emporium by Ross Mackenzie (Inference)	Marius the Giraffe Killed at Copenhagen Zoo by The Guardian (Retrieval)	The Crooked Sixpence by Jennifer Bell (Inference)
and <b>Literacy Shed Plus book studies</b>	Three lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Loki: A Bad God's Guide to Being Good by Louie Stowell Genre: Humour and fantasy adventure			Three lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Room 13 by Robert Swindells Genre: Horror		
<b>Read Aloud programme</b>	4 x 10-minute sessions a week Author focus: Roald Dahl Text: The Witches					
<b>Grammar</b> based on Skills Builders	Grammar Ninja Relative Clauses who, which, that)	Unit 16: Using prefixes	Unit 15: Using suffixes	Unit 17 – Using Brackets	Unit 12 Past perfect tense	Unit 14: Using I and Me
<b>Spelling</b> based on Spelling Shed	Words where 'ough' makes an /or/ sound	Words containing 'ough'	Spelling challenge (Spring B)	Adverbs of possibility and frequency	Words that are homophones or near homophones	Words that are homophones

<b>Handwriting</b>	Handwriting – in line with weekly spelling patterns.
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Areas of Teaching	Term 3A, Week 1	Term 3A, Week 2	Term 3A, Week 3	Term 3A, Week 4	Term 3A, Week 5	Term 3A, Week 6
<b>Core Texts</b>	<b>Playscripts Catch it! Literacy Shed</b>			<b>The Lighthouse, animated short movie by Charlie Short and Ming Hsiung</b>		
<b>Objectives</b>	<p>To read and identify the features of a play script</p> <p>To plan and write a short play script of a funny, real event in their life</p> <p>To use the features of a play script</p>	<p>To watch an animation and write descriptive scene introductions</p> <p>To create dialogues for the meercats at various points of the story</p> <p>To create an internal monologue for the vulture as the meercats chase him</p>	<p>To write a narrative commentary for the 'rugby' scene at the end of the film</p> <p>To convert the narrative into a play script</p>	<p>To understand the features of a report</p> <p>To use direct speech in the form of quotes</p> <p>To understand and appropriately use formal Language</p> <p>To note and develop initial ideas</p>	<p>To write a report with a suitable ending</p> <p>To combine information about the life of a character and a setting to provide an introduction to narrative</p> <p>To write a setting description using a variety of sentence styles</p>	<p>To write action as a first-person narrative</p> <p>To create atmosphere including an appropriate level of detail</p> <p>To write the story of The Lighthouse as a first-person narrative</p> <p>To combine information about the life of a character and a setting to provide an introduction to narrative</p>
<b>Reading based on Complete Comprehension</b>	Plague! By John Farndon (Retrieval)	The Island at the End of Everything by Kiran Millwood Hargrave (Inference)	The London Eye Mystery by Siobhan Dowd (Inference)	The Jungle Book by Rudyard Kipling (Prediction)	The Walrus and the Carpenter by Lewis Carroll (Inference)	The Last Chance Hotel by Nicki Thornton (Progress Check)
and <b>Literacy Shed Plus book studies</b>	Three lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Room 13 by Robert Swindells Genre: Horror			Three lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Giant by Kate Scott Genre: Fiction		
<b>Read Aloud programme</b>	4 x 10-minute sessions a week Author focus: Joseph Coelho Text: Overheard in a Tower Block and Werewolf Club Rules					
<b>Grammar based on Skills Builders</b>	Grammar Ninja Relative Clauses (where, when, whose)	Spelling and Vocabulary – Unit 17 – Adding Prefixes and Suffixes	Spelling and Vocabulary – Unit 15 – Double Letters	Unit 10: Adverbials in different parts of sentences.	Unit 6: Expanded noun phrases	Unit 7: Relative clauses
<b>Spelling based on Spelling Shed</b>	Words that are homophones	Words that are homophones or near	Words that are homophones or near	Words with hyphens	Revision: Year 5 words	Revision: Year 5 words

		homophones	homophones			
<b>Handwriting</b>	Handwriting – in line with weekly spelling patterns.					

Areas of Teaching	Term 3B, Week 1	Term 3B, Week 2	Term 3B, Week 3	Term 3B, Week 4	Term 3B, Week 5	Term 3B, Week 6
<b>Core texts</b>	<b>The Lighthouse, animated short movie by Charlie Short and Ming Hsiung</b>	<b>Dragon Slayer by Gill Howel</b>		<b>The Matchbox Diary by Paul Fleischman</b>		
<b>Objectives</b>	<p>To write a setting description using a variety of sentence styles</p> <p>To create atmosphere including an appropriate level of detail</p>	<p><b>Story from another culture</b></p> <p>Look at example narrative and identify features of that genre.</p> <p>Read the beginning of the story (Read, Write Inc p56-59) with a focus on dialogue, related punctuation and features from example text.</p> <p>Plan and write a dialogue between several characters using a range of speech verbs and adverbs.</p>	<p><b>Story from another culture</b></p> <p>Read the end of the story (p59-63). Map chain of events on working wall.</p> <p>To plan a sequel to the story based on an ogre that has moved into the woods nearby.</p> <p>To write a sequel to the Dragon Slayer</p>	<p><b>Narrative</b></p> <p>To respond to illustrations in a story</p> <p>To create a description using adjectives and prepositional phrases</p> <p>To write a response to a letter</p>	<p><b>Narrative</b></p> <p>To write reasons why a family should or shouldn't move to a different country</p> <p>To write a diary entry</p> <p>To empathise with a character through role play</p>	<p><b>Narrative</b></p> <p>To consider both sides of an argument</p> <p>To plan an autobiographical piece of writing</p> <p>To write an autobiographical piece of writing</p> <p>To edit an autobiographical piece of writing</p>
<b>Reading based on Complete Comprehension and Literacy Shed Plus book studies</b>	<p>Dragonology by Dugald Steer (Retrieval)</p> <p>Three lessons a week focusing on a book study to aid discussion of texts in whole class reading sessions. The focus text: Giant by Kate Scott Genre: Fiction</p>	<p>How to Train your Dragon by Cressida Cowell (Comparison)</p>	<p>Artists' Gallery by Andrew Jennings (Mixed practice)</p>	<p>The Hobbit by JR Tolkien (Retrieval)</p>	<p>Alive by Sia (Inference)</p>	<p>Barack Obama by Andrew Jennings (Mixed practice)</p>
<b>Read Aloud programme</b>	<p>4 x 10-minute sessions a week Author focus: Joseph Coelho Text: Werewolf Club Rules and Poems Aloud</p>					
<b>Grammar based on Skills Builders</b>	<p>Grammar Ninja Relative Clauses (where, when, whose)</p>	<p>Added Unit – Revision on Tense</p>	<p>Grammar Assessment</p>	<p>AFL based on areas of difficulty from the test</p>	<p>AFL based on areas of difficulty from the test</p>	<p>AFL based on areas of difficulty from the test</p>

<b>Spelling</b> based on Spelling Shed	Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words	Revision: Year 5 words	Spelling challenge (Summer term B)	Revision: Year 5 words
<b>Handwriting</b>	Handwriting – in line with weekly spelling patterns.					