

# English Curriculum Overview Year 5



The teaching of English at The Hills Academy covers reading (including word reading and comprehension) and writing (including spellings, grammar, handwriting and composition).

Talk for Writing implementation – the Talk for Writing approach is being embedded into writing lessons from September 2023 beginning in Year 2 and EYFS. The Talk for Writing approach will then be built into other year groups in the following academic years.

**Teaching spellings:** Year 2-6 follow the No Nonsense Spelling overview to teach spelling patterns on a rotation of 2 spelling starters in English lesson's one week and 3 spelling starters in English lesson's the next week. National Curriculum spellings including common exception words and high frequency words are also taught regularly in English lessons.

**Teaching guided reading:** Year 1 have weekly guided reading lessons using VIPERS strands (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence). Year 2 – 6 have guided reading lessons weekly in Autumn 1 and then fortnightly from Autumn 2 using VIPERS strands, alternating with reading skills discussion lessons.

**Children working below age-related expectations** – teachers should check children's gaps in previous year group's learning and ensure that these targets are met before children begin working on their current year group targets e.g., if a Year 2 child is not yet secure on Year 1 writing targets, they should focus on those targets first before attempting Year 2 targets.

**Adapting weeks to suit each academic year** – the number of weeks in each academic year may slightly change (e.g. autumn term may have 15 weeks instead of 14 weeks in some academic years). Class teachers should adapt the overviews accordingly depending on the length of each term and discuss and agree this with the English coordinator or SLT members if needed.

*Genres and books used may be adapted throughout the year to suit changes in planning made by teachers. Please ensure the English coordinator is made aware of any changes.*





# Year 5: Autumn Term Writing

<u>Weeks 1 &amp; 2</u>	<u>Weeks 3 &amp; 4</u>	<u>Weeks 5 &amp; 6</u>	<u>Week 7</u>	<u>Weeks 8 &amp; 9</u>	<u>Weeks 10 &amp; 11</u>	<u>Week 12</u>	<u>Week 13</u>	<u>Week 14</u>
<p><u>Fiction</u></p> <p>Genre/plot: Diary entry</p> <p>Hooks and books:</p> <ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul> <p>Children will write their own diary entry based on the novel.</p> <p>Children will draft and write by using appropriate grammar, vocabulary and devices to build cohesion.</p> <p>Children will evaluate, edit and proof read their writing.</p>	<p><u>Non-Fiction</u></p> <p>Genre/plot: Explanation text</p> <p>Hooks and books:</p> <ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul> <p>Children will write an explanation text based on their own mechanical linking to the novel.</p> <p>Children will explore the features of an explanation text.</p> <p>Children will link ideas using paragraphs.</p> <p>Children will draft, evaluate, edit and proof read their writing.</p>	<p><u>Non-Fiction</u></p> <p>Genre: Balanced argument</p> <p>Hooks and books:</p> <ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul> <p>Children will write a balanced argument on a topic of their choice.</p> <p>Children will explore the features of a balanced argument.</p> <p>Children will draft, evaluate, edit and proof read their writing.</p>	<p><u>Fiction</u></p> <p>Genre: Character description</p> <p>Hooks and books:</p> <ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul> <p>Children will write a character description based on a image based stimulus linking to the novel.</p> <p>Children will use similes, metaphors and alliteration to choose rich vocabulary to write their description.</p> <p>Children will draft and write by using appropriate grammar, vocabulary and devices to build cohesion.</p>	<p><u>Fiction</u></p> <p>Genre: Own narrative – villains</p> <p>Hooks and books:</p> <ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul> <p>Children will write their own narrative based on a villain character.</p> <p>Children will draft and write their narrative building on cohesion.</p> <p>Children will plan considering the audience and purpose of the writing.</p> <p>Children will discuss how authors use language.</p>	<p><u>Fiction</u></p> <p>Genre: Chapter from an alternative perspective</p> <p>Hooks and books:</p> <ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> <li>• Eye of the Storm (video)</li> </ul> <p>Children will write a narrative based on an alternative point of view.</p> <p>Children will use relative clauses, a range of punctuation and link their ideas across paragraphs.</p> <p>Children will edit and improve their writing.</p>	<p><u>Fiction</u></p> <p>Genre: Alternative ending</p> <p>Hooks and books:</p> <ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul> <p>Children will write an alternative ending based on the novel.</p> <p>Children will draft, plan and write selecting appropriate grammar, vocabulary and link ideas across paragraphs.</p>	<p><u>Narrative</u></p> <p>Whole school writing project.</p> <p>Year 1-6 will be given the same stimulus to write a narrative to show the progression in writing across the school.</p> <p><b>Narrative options:</b></p> <p><b>Short story, fairytale, journey story, poem, diary.</b></p>	<p><u>Fiction</u></p> <p>Genre: Alternative ending continued</p> <p>Hooks and books:</p> <ul style="list-style-type: none"> <li>• Cogheart by Peter Bunzl</li> </ul> <p>Children will write an alternative ending based on the novel.</p> <p>Children will draft, plan and write selecting appropriate grammar, vocabulary and link ideas across paragraphs.</p>