

Gorton Primary School



Year 5 English Yearly Overview						
	Autumn 1 Unit 1	Autumn 2 Unit 2	Spring 1 Unit 3	Spring 2 Unit 4	Summer 1 Unit 5	Summer 2 Unit 6
	Myths Instructitons	A modern retelling of a myth/dilemma story Recounts	Poetic style Persuasion	Stories told by significant children's authors Biography and autobiography	Stories from another culture Non- chronological report	Dramatic conventions/playscripts Discussion texts
Fiction texts	Prometheus and Pandora by Janey Pursglove (Myth)	Bling! by Jon Blake (Modern re-telling of a myth/dilemma story)	'Goodnight Stroud' by Pie Corbett 'Last Night, I Saw The City Breathing' by Andrew	This Is NOT a Fairy Tale by Jeremy Strong (Story by a significant children's author)	Dragon Slayer by Gill Howell (Story from another culture)	Father's Day by Lou Kuenzler (Playscript, dramatic conventions)
Non-fiction texts	'How to Write Instructions' 'How to Write a Greek Myth' 'Have a go at... Chocolate Chip Ice Cream'	'Bravery Award for Fire Hero Boy' 'Newshound' 'Beach Bonanza!' (Recounts)	'Meet the Monster!' 'Meet the Future!' (Persuasive writing)	'Jeremy Strong biography and autobiography' 'Anthony Horowitz biography' (Biography and autobiography)	'The Kraken' 'A Dragon Spotter's Guide to the Chinese Lung Dragon' (Non-chronological reports)	'The Big Debate' (Discussion texts)
Focus Author and texts	Percy Jackson and the Lightning Thief – Rick Riordan	Artemis Fowl – Eoin Colfer	Ratburger, The Boy in the Dress - David Walliams	The Diary of a Wimpy Kid – Jeff Kinney	How to train a Dragon – Cressida Cowell	The Worst Thing about my sister – Jacqueline Wilson

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<p>Grammar covered</p>	<p>Devices to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs</p> <p>De:De (Description:Details) NOUN, which/who/where</p>	<p>Relative Clauses P.C SHORT ing, ed Bracketed questions Echoes</p>	<p>Modal Verbs Adverbs of possibility Object/person (aka...) Name – adjective pair – Incomplete sentence Llists interpreting sentence Use progressive tense</p>	<p>Brackets, dashes and commas to indicate parenthesis Getting worse/getting better Then and now Dates Summary Phrase list</p>	<p>Converting nouns or adjectives into verbs using suffixes Verb prefixes Adverb from adjective This is that Character description Long piece of extra information Use perfect tense</p>	<p>Use of commas to clarify meaning or avoid ambiguity Eds and ings</p>
<p>Reading Purpose</p>	<p>Children will:</p> <ul style="list-style-type: none"> •Make connections between the myth Prometheus and Pandora, other traditional tales and their own experiences. •Understand that different characters are more important to the plot in different points of the story. •Explore the narrator's point of view by looking at 	<p>Children will:</p> <ul style="list-style-type: none"> •Learn about the concept of a dilemma and engage with a dilemma in Bling. •Make links between their own experiences and stories they have read. •Explore how Billies choices change the way he 	<p>Children will:</p> <ul style="list-style-type: none"> •Read a range of poems about the city and make connections with other poems they have read. •Explore how poets use language for effect. •Consolidate their understanding of poetic terms 	<p>Children will:</p> <ul style="list-style-type: none"> •Make links between stories by Jeremy Strong and their own experience. •Explore Jeremy Strong's style and techniques. •Understand that the narrator has a point of view and this is revealed by the way the characters are described. 	<p>Children will:</p> <ul style="list-style-type: none"> •Connect the story with their own experiences and previous reading. •Understand the story's cultural and geographical context and use this to help visualise the setting. •Explore obstacles that 	<p>Children will:</p> <ul style="list-style-type: none"> •Explore characters motivations and thoughts using implicit and explicit information. •Explore the importance of specific characters and moments. •Understand that scripts are written for different purposes and have a different degree of formality. <p>Children will:</p>

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	<p>their description of characters actions and their use of emotive language.</p> <p>Children will:</p> <ul style="list-style-type: none"> •Learn how instructions are organised to make them easy to follow •Identify key features of instruction texts. •Consider the audience and purpose of different instruction texts. 	<p>behaves towards other characters.</p> <p>Children will:</p> <ul style="list-style-type: none"> •Learn how a reporter's description of events might not always be reliable. •Learn how pejorative language can show the reader the point of view from which a newspaper recount is written. •Identify the key features of a newspaper article and discuss how to make a recount easier to follow. 	<p>e.g. rhyme, rhythm, alliteration, simile, metaphor and personification.</p> <ul style="list-style-type: none"> •Perform a poem with expression to show understanding. <p>Children will:</p> <ul style="list-style-type: none"> •Explore different forms of persuasive texts and consider when and why they are used. •Understand that persuasive writing has a clear purpose and intended audience. •Explore how opinions can be disguised as fact in order to persuade the reader. 	<p>Children will:</p> <ul style="list-style-type: none"> •Decide what they would like to know about Jeremy Strong before reading his biography and autobiography. •Explore how both are different insights into a person's life. •Discover how different types of biographical texts are organised to make it easy for readers to find information. 	<p>the main character has to overcome.</p> <ul style="list-style-type: none"> •Understand how a characters own self-image can differ from the perceptions of others. <p>Children will:</p> <ul style="list-style-type: none"> •Read non-chronological texts to find out more information about ogres. •Identify the key features of non-chronological texts and look at how they are structured to help the reader to find information. •Understand how non-chronological texts can be altered to suit different audiences and purposes. 	<ul style="list-style-type: none"> •Learn about the terms balanced, bias, personal and impersonal and how to recognise them. •Identify the conventions of oral and written debates. •Learn about the purpose of a transcript. •Discuss the effectiveness of a transcript for a live studio debate.
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Writing Purpose	<p>The key writing purpose is to write a new ending from Pandora's point of view.</p> <p>The key writing purpose is to write a clear set of instructions.</p>	<p>The key writing purpose is to write a diary entry in role, exploring the final events of the story.</p> <p>The key writing purpose is to write a newspaper recount that is suitable for a younger reader.</p>	<p>The key writing purpose is to write a poem building vivid images in the readers mind.</p> <p>The key writing purpose is to write a presentation to consider a point of view.</p>	<p>The key writing purpose is use the author's stories to write a new episode.</p> <p>The key writing purpose is to write a short biography of Anthony Horowitz.</p>	<p>The key writing purpose is to write a new adventure for Mai-ling, using ideas from the Dragon Slayer.</p> <p>The key writing purpose is to write a clearly structured non-chronological report about a species of dragon.</p>	<p>The key writing purpose is to create a new scene for a play.</p> <p>The key writing purpose is to write a balanced text.</p>
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