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| **English Overview Y5** | | | | | | | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Text used** | **Writing outcome** |
| **A1** | POR 1 Tell me | POR 2 story mapping | POR 3 similarities and differences | POR 4 acting out story | POR 5 creating trailer with voice over for story | Seasons of Splendour by Madhur Jaffrey | Playscript of story |
| **A2** | POR 6 comparing settings art visualisation | POR 7  Have model text of one story as a play script and act out | Tadpole the model text – pick out layout features as well as language  SPAG colon to introduce a list of characters | Shared writing – modelling layout of script – converting narrative to playscript SPAG focus present tense - perfect present progressive | Shared writing – adding stage directions to a playscript SPAG focus – brackets |
| **A3** | Shared writing – hot seating characters to get voice and language choices correct for characters show not tell SPAG commas for parenthesis to add detail | Shared writing – hot seating characters to get voice and language choices correct for characters – SPAG focus character show not tell | Innovate model playscript | Innovate model playscript | Innovate model playscript |
| **A4** | Plan own story through story mapping for own play | Use plan to write opening scene for play and then build up scene for play | Use plan to write problem scene | Use plan to write resolution and ending scenes | Perform plays in small groups, edit and review |
| **A5** | Model text of poem In the Bazaars of Hyderabad – tell me | Model text reread – vocab – research the different things being sold and create visual representation of the bazaar | Model text reread – analyse each stanza – compare the joys with sorrows | Model text reread – act out as merchant and buyer – SPAG question and answer tadpole | Model text reread and pick out the different senses used to make the reader feel present | Poetry – Indian poetry – stanzas |
| **A6** | Shared writing add own stanza in style from bazaar | Innovate poem based on a market place in the UK | Innovate continued | Perform, edit and review | Write reflection of poetry heard from class in previous lesson |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** | | | | | | | |
| **A7** | POR 1 tell me | POR 2 role on the wall | POR 3 role play | POR 4 compare similarities and differences | POR 5 character feelings | Cosmic  by Frank Cottrell Boyce and Steven Lenton | Discussion text – strengths and weaknesses of fathers |
| **A8** | POR 6 Setting descriptions – SPAG focus similes and metaphors | POR 9  Model text of discussion – should children be allowed in space? Box up and tadpole | SPAG focus comparative and contrasting conjunctions / phrases – on the one hand / on the other hand etc | POR 9 make notes for an argument for different father | Innovate model text for Which father should accompany the space mission? |
| **A9** | Complete innovation shared writing | POR 10  Conscience alley Plan discussion text for Should Liam go into space? | Write discussion text from plan | Write discussion text from plan | Perform, edit and review |
| **A10** | POR 13 Read to end and Tell me | Model text learn Newspaper report – box up | SPAG focus write orientation paragraphs as practice from pictures and headlines – cohesion | SPAG focus direct and reported speech | Innovate model text for different section of the story - shared writing | Newspaper report |
| **A11** | Complete innovation from previous lesson – shared writing | Plan newspaper report – act out different characters to get quotes from Dr Drax and Shenjian | Write newspaper report from plan about Shenjian’s mission | Complete newspaper report from plan | Perform, edit and review |
| **A12** | Session 11 model text of poem as a list of events – use of repetition | Verb choices SPAG focus – innovate model text changing verbs to create different tone and mood | Act out a rocket launch – freeze frame (use sound effects from video clips on IWB – recreate intensity and volume etc. hot seat characters at different moments to gain feelings – brainstorm words | Write own feelings poem of a launch into space | Perform, edit and review. | List poem |
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| **Sp1** | POR 1 Response to illustrations – what do we know / want to know / how will we find out | POR 2 research using books and online – model note taking – SPAG bullet points and consistency of punctuation credible sources – variation of handwriting for different tasks – each group take different aspect | POR3 Model using PPT to present information for others to readily understand and use – create PPTs from research – | POR4 Children present PPTs and others take notes to gain full picture of research | POR 5 exploring language – character examination and comprehension  SPAG – literal and symbolic language | Mama Miti: Wangari  Maathai and the Trees of  Kenya  by Donna Jo Napoli and  Kadir Nelson | Note taking  PPT presentation of research  Book of proverbs |
| **Sp2** | POR 6 – freeze frame – inference from pictures (not advice letter)  SPAG recap direct speech – accurate punctuation | POR 12 – again inference and SPAG speech – focus on speech giving information about the character | POR16 dilemmas and solutions  POR 17 comparing and contrasting illustrations  POR 23  Compare and contrast illustrations | POR 24 Finish reading book  Tell me  Response to full text | POR 25 Proverbs  What are they  Why are they used  Identify features  Symbolism and common expressions |
| **Sp3** | Model text – learn with actions – sequence | Vocabulary focus – dictionary up to 3 letters – shared writing proverb for main aspect of story | Research of Kenyan proverbs  Model presenting these with ICT to support understanding e.g. text alteration or images | Write own proverbs based on key aspect of lessons  Create on IT same as Kenyan  Collate in class book | Edit, improve, review  Share proverbs with peers and discuss meanings and language selected. |
| **Sp4** | POR 27 Speech – listen to speech  Respond – comprehension questions – learn speech with actions | POR 28 look at speech – annotate with key features of text and language  Give other speeches for children to annotate – learn and share with class | Shared write – speech for school council on how to direct change in school – SPAG formal language choice and degrees of possibility with modal verbs and adverbs | Independent speech to be written and then to film for local MP to direct change in local area | Listen to all speeches recorded – edit, improve, review – give feedback based on features analysed in previous lesson | Speech for change |
| **Sp5** | Model text – biography of Mama Miti – learn with actions – give personal response to her life’s work | Model using context to support understanding of unknown language – use of root words – similar sounding – background knowledge vocabulary exploration | Model finding text features of biography model text – identify in different text (one from the selected speech previously heard) | Model finding language features of biography model text – identify in different text (one from the selected speech previously heard) | SBW – look at needs of class and select appropriate group gap filling exercises  May need to focus on SPAG of tenses here – depends on if current person alive they are writing about | Biography |
| **Sp6** | Model researching – selecting appropriate sources – looking for bias – double checking facts – Children to research chosen inspiration leader of change - model note taking and recapping use of bullet points | Model planning a biography using features from other biographies as success criteria. Children to plan biography with success criteria – use NC objectives alongside to show where these writing skills will also be demonstrated | Model write opening to biography – children to then write their biographies from plans | Model edit and reviewing work by rereading – SPAG using a thesaurus to raise language choices  Children complete their biography | Edit, review and improve – share with other classes biographies written |
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| **Sp7** | POR 1+2 dictionary work definition Varmints and Tell me grid for opening of story (no words) | POR4 – responding to music to create mood in art - pastels | POR 5 – film focus – camera angles / mood creation | POR6 – responding to music to create mood in art – charcoal - contrasting mood created | Read story and watch film to ‘they stopped thinking’ tell me grids  Compare and contrast of book and film | Varmints by Helen Ward  and Marc Craste | Character description driven narrative |
| **Sp8** | POR 8 role play freeze frame – character thoughts from start to others arrival | Read to the end of the story  Tell me grids  Watch full 24 min film  Reflect on those left behind and those in the pods | Have a copy of the complete text to learn as model text – discuss use of capitalisation for effect – box up  Plan for alternate version of story | SPAG expanded noun phrases – use of model text to show effective use of this – shared writing alternate version opening from plan | Shared writing own version of build up and problem in style of author – imagining another varmint – write independent resolution and ending from shared plan |
| **Sp9** | Drama and freeze framing for picture at end ‘the beginning’ children plan for story of those left behind or those in the pods | Orally tell own story from plans – begin writing opening and build up | Peer review before continuing with problem resolution | Peer review before completing own stories | Review, edit, improve – create own books with illustrations to support own story sequel – share and publish |
| **Sp10** | POR 9 +10 conscience alley – should varmints stop thinking – have model text for argument that they should – learn – poster campaign | Box up argument and look at vocabulary choice | Model text to have SPAG relative pronouns clearly defined – children to identify and recognise impact and use | SPAG relative clauses – model text to have this evident – identify and explain effect | SPAG passive voice – model text to have this evident – identify and explain effect | Persuasive poster advert – argument |
| **Sp11** | Shared writing – model and write argument for them to not stop thinking – poster campaign | Pose end of book question – should varmints leave in pods or stay? Give time to pick and then plan an argument – poster campaign | Write and create poster campaign for decision from plan | Complete argument and poster campaign - thinking about colours and presentation | Edit, review and improve. Hold gallery and ask others to decide on most persuasive campaign to stay or go |
| **Sp12** | POR 3+7 model text The Ocean’s Blanket – mood creation in each verse | Text and language features analysis – performance  Recap of plural possessive apostrophe use SPAG | Shared writing – creating mood for start of Varmints and when ‘others’ arrive | Write own poem based on model of The Ocean’s Blanket for Varmints and the mood change from start to the others arrival | Edit, improve and review – perform own poems and illustrate to show the mood shift effectively | Poetry – mood contrast |
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| **Su1** | POR 1 – read and perform when colours spoke – research Grace Nichols – tell me grid – learn poem | Look at language and text features used in poem – SPAG discuss how they persuade –onomatopoeia recap | POR 2 Shared write a verse for orange together – think imagery and persuasion  Watch author perform poem and different techniques for different verses – perform orange verse | Plan own verse – POR 3  Write own verse from plan | Perform own verse with instruments – record and evaluate language choice and impact | Cosmic Disco by Grace Nichols, illustrated by Alice Wright | Poetry – 3 weeks – nature poem |
| **Su2** | POR5 – tell me Winter Trees – shared writing own verse from clear structure | Watch GN read Hummingbird poem – show clips of hummingbird movement – recap flowering plant life cycle and words used in the poem – perform poem in movement | POR7 – watch Northern lights – listen to poem Aurora Borealis – respond through art | POR 8 – listen to Sky Artist – go outside and lay looking at the sky – respond through art – Tell me grids | SPAG homophones – link to nature – weather / whether |
| **Su3** | POR 9 – look at painting and listen to GN read poem – compare and contrast – tell me grid | POR 10 – share 3 poems and ask children in groups to perform and then rotate poems so all have read and performed all 3 – children to evaluate performances with shared success criteria | POR 12 – share Sir October and Lady October – look at language and text features – SPAG recap personification – learn model text | Plan and write own poem based on model text – sir autumn or sir spring or sir summer | Edit, improve and review – perform own poems in pairs as sir and lady – record and evaluate own performances |
| **Su4** | Read poem Cosmic Disco – discuss scientific words used – use dictionary to write definitions of meaning – tell me grid - read model text of non-chronological report on space station - learn | Identify text and language features  Look at use of parenthesis - commas brackets dashes in model text – explain parenthesis – practise - SPAG | Look at use of model text and compare with narrative text – discuss which punctuation is more appropriate for each text SPAG – parenthesis commas for narrative brackets for scientific explanations dashes for informal notes | Look at model text and use of verbs that have a root of adjectives – practise - SPAG adjectives into verbs suffix ify ate ise | Shared writing – model planning a non-chronological report – thinking about title – what content is needed – questions that need answering – facts to gather – where parenthesis would be needed – what pictures would be effective and why – captions to explain etc. | Non-chronological report on space |
| **Su5** | Shared writing - Model researching the chosen topic from plan in previous lesson – how to select information – check for validity – use bullet points to make notes – children to research own aspect of space for own choice | Shared writing model how to write a paragraph for non-chronological report from plan – emphasising parenthesis use for effect – choice of verbs  Children write a paragraph of their own from notes / research | Shared writing model how to write a paragraph for non-chronological report from plan – emphasising parenthesis use for effect – choice of verbs  Children write a paragraph of their own from notes / research | Shared writing model how to write a paragraph for non-chronological report from plan – emphasising parenthesis use for effect – choice of verbs  Children write a paragraph of their own from notes / research | Edit, review and improve – model putting the complete text together and using headings for ease of access to information/ use of IT (hyperlinks to key websites) / remind order not important as non-chronological – recap cohesion within paragraphs but not necessary for across paragraphs due to type of text |
| **Su6** | Listen to Lady Winter’s Rap – discuss settings being described - tell me grid - read model text of a setting description from Artic to start a story – learn - | Identify language and text features from model text - SPAG focus subject verb agreement | Research areas in world – Amazon river or rainforest / Antarctic / Sahara desert for ideas – creative art work imagine own planet setting (link to Dune text Arakkis for setting description to open story) | Write own setting description for imaginary planet as an opening for new story | Edit, review and improve – class display of settings and use of ICT to enhance description | Setting description |
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| **Su7** | POR1+2  Responding to a map and making predictions – reading and responding – Tell me grid – chapter 1 | POR3 role on the wall and character description | POR4 freezeframing and drama – add to role on wall – chapter 2 | POR 5 note making – bullet points | POR 6 – chapter 3 – note making on different aspects | The Last Wild by Piers Torday  **Only if appropriate with what is happening with Covid as dealing with a virus** | Extension to narrative |
| **Su8** | POR 7+8 – not writing a report but looking at control and who benefits from creating panic | POR9 p37 conscience alley – stay or go Model ideas in a list SPAG semi-colon to separate a more detailed list | POR10 movement and response to text – imagery – recap of use of powerful verbs and metaphors SPAG | POR 11  P37-47 text and language features analysis – focus on imagery - SPAG | POR 14 – read to end of part 1 – story map story so far |
| **Su9** | POR16 – visualising new setting p70 Pt 2 | Read to p83 – discuss positive and negative view of Kester – look at text SPAG tense recap | POR 18 p113 – discussion focus on headings for decisions being made | POR19 p133 – freeze framing and role on wall for Polly | P159 discussion – why would they be lying – drama |
| **Su10** | P184 – discuss loss of cat – hot seating Kester (what are his thoughts and how does he feel not being able to express this) | POR 23  Group discussion about joining the wildness | POR 24 debate and argument p218  POR25 p235 Ma role on the wall | POR 26 compare and contrast Narnia scene p243  POR 27 p268 – add to story map | POR 28 – emotional response discussion p303  Then read to end of book and add events to story map |
| **Su11** | Read model text of complete story (250 words) Tell me grid – personal responses | POR 29  Planning the next chapter – generate ideas with the helicopter | Write the next chapter from plans | Complete the next chapter from plans | Review, edit and improve – look at the sequels written and compare ideas and themes chosen |
| **Su12** | POR 12 – model text learn shape poem of cliff leaving Spectrum Hall – tell me grid | Look at model text and identify text and language features focus on SPAG use of thesaurus | POR 13 – reread p37 – 47 and look at imagery – in partners shared write own poem of escape | Identify own point in story to create a shape poem based on setting descriptions | Edit, review and improve – perform poems | Shape poem for setting |