



# Year 5 English Scheme of Work

Summer 1 – Beast creator							
Genre	Week	National Curriculum	Link to English Planning tools	Lesson Overview	Writing focus	Punctuation and grammar	Spelling
Narrative	1	Pupils should be taught to: <ul style="list-style-type: none"> <li>- listen and respond appropriately to adults and their peers</li> <li>- ask relevant questions to extend their understanding and knowledge</li> <li>- use relevant strategies to build their vocabulary</li> <li>- participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	1 – Hook and Cold task 2 - Analyse model text 3 - Analyse model text 4- Talk for writing	1. Hook and Cold task. Show children a few pictures of settings and characters. Hook- A reclusive author has asked Manor Park children to help create a fantasy character and a setting. Discuss the features and vocabulary we could use to describe the character and setting. 2. Analyse model text Alice in wonderland or The Lion and the witch by highlighting features such as adjectives, figurative language, similes, personification, and alliteration. 3. Allow children to use a key to independently	To discuss the features and vocabulary of a narrative.	Identify fronted adverbials, compound sentences, complex sentences, boastful verb, commas after fronted adverbials, expanded –ed clauses etc.in model text	<b>Words containing the letter-string ough</b> ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds. ough, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough



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				<p>analyse a model text in pairs. 4. Talk 4 Writing Children to partake in S &amp; L activities to familiarise themselves with key language features from narrative writing. Activity children given 2 pictures ( a character and a setting ). They must use figurative language features to describe pictures to partner and vice versa.</p>			
Narrative	2	<p>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 – in writing narratives, considering how authors have developed characters and</p>	<p>6 - Planning (Boxing clever) 7 – Planning (Box it up) 8 – Modelling (Opening, where and Who) 9 - Modelling (Where next? Problem) 10 – Modelling (Who helps?)</p>	<p>6. Box plan given to children to begin their planning. 7. Success sheet given to children as a template for fantasy narrative 8. Model the opening ensuring it captivates the reader and builds up interest in the character. 9. Model the problem and the</p>	<p>To be able to plan and write a narrative with support.</p>	<p><b>Consolidate Year 4 list</b> <b><u>Sentence Construction</u></b>  <b>Develop complex sentences:</b> <b>(Subordination)</b> <b>Main and subordinate clauses</b> with full range of conjunctions:  <b>Expanded –ed clauses as openers</b> e.g. <i>Encouraged by the bright</i></p>	<p><b>Words with ‘silent’ letters</b> (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was</p>



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		<p>settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- précising longer passages</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>-using expanded noun phrases to convey complicated information concisely</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> </ul> <p>Indicate grammatical</p>		<p>context using a model text from the fantasy genre</p> <p>10. Model who intervenes to help the character to solve the problem. Use examples from Alice and Lion and witch</p>		<p><i>weather, Jane set out for a long walk.</i></p> <p><i>Terrified by the dragon, George fell to his knees.</i></p> <p><b>Elaboration of openers using adverbial phrases</b></p> <p>e.g.</p> <p><i>Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</i></p> <p><b>Drop in –‘ed’ clause</b> e.g.</p> <p><i>Poor Tim, exhausted by so much effort, ran home.</i></p> <p><i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p><b>Relative clauses beginning with</b></p> <p>who, which, that, where, when, whose or an omitted relative pronoun.</p> <p><b><i>Alan Peat sentences for narratives</i></b></p> <p><b><u>Word structure/ Language</u></b></p>	<p>a /k/ sound before the /n/, and the gh used to represent the sound that ‘ch’ now represents in the Scottish word loch.</p> <p>doubt, island, lamb, solemn, thistle, knight</p>
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		<p>and other features by: using commas to clarify meaning or avoid ambiguity in writing</p> <ul style="list-style-type: none"> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> </ul>				<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> e.g. –ate; –ise; –ify</p> <p><b>Verb prefixes</b> e.g. dis–, de–, mis–, over– and re–</p> <p><b><u>Punctuation</u></b></p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	
Narrative	3	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>– in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- in narratives, describing settings, characters and</li> </ul>	<p>11 - Modelling (Who helps? Resolution of the problem)</p> <p>12 – Modelling (Where last? Conclusion and feelings)</p> <p>13 – Edit and improving /peer assessment</p> <p>14 – Plan hot task</p> <p>15 – Write hot task</p>	<p>11. Model who helps to resolve the problem. Who is the character and what role do they play in the story.</p> <p>12. Model resolution of problem for main character. Use of figurative language to enhance description throughout the narrative.</p> <p>13. Edit / peer assessment with Next Steps to enable children to improve their writing.</p> <p>14. Children given a</p>	<p>To be able to plan and write a narrative independently</p>	<p><b>Consolidate Year 4 list</b></p> <p><b><u>Sentence Construction</u></b></p> <p><b>Drop in –‘ed’ clause</b> e.g.  <i>Poor Tim, exhausted by so much effort, ran home.</i>  <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p><b>Stage directions in speech (speech + verb + action)</b>  e.g.  <i>“Stop!” he shouted, picking up the stick and running after the thief</i></p>	<p><b>Homophones</b> and other words that are often confused</p> <p>See year 5/6 spelling appendix</p>



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		<p>atmosphere and integrating dialogue to convey character and advance the action</p> <ul style="list-style-type: none"> <li>- précising longer passages</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>-using expanded noun phrases to convey complicated information concisely</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas</li> </ul>	<p>familiar stimulus which could be a form of visual literacy (picture). They then plan a story with a beginning, middle and end. Children provided with a planning sheet.</p> <p>15. Children use Next Steps and feedback to write a Hot Task.</p>		<p><b><i>Alan Peat sentences for narratives</i></b></p> <p><b><u>Word structure/ Language</u></b></p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> e.g. –ate; –ise; –ify</p> <p><b>Verb prefixes</b> e.g. dis–, de–, mis–, over– and re–</p> <p><b><u>Punctuation</u></b></p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	
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		<p>to indicate parenthesis</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-proof-read for spelling and punctuation errors</li> </ul>					
Poetry	4	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>- noting and</li> </ul>	<p>1-Hook and cold task</p> <p>2 – Analyse model text</p> <p>3. Key features of poems.</p> <p>4. Model onomatopoeic words and how this feature impacts the reader.</p>	<p>1.Hook read out a free verse poem to class.</p> <p>Pick out the features and vocabulary of free verse poetry.</p> <p>Does not usually rhyme or follow the conventional poem structure.</p> <p><a href="http://www.poetry4kids.co">www.poetry4kids.co</a></p>	<p>To be able to identify the features and vocabulary of free verse poetry</p>	<p>Use this unit to compare and discuss what has already been taught and how poetry does not always follow the same rules.</p>	<p><b>Homophones</b> and other words that are often confused</p> <p>See year 5/6 spelling appendix</p>



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		<p>developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>		<p><a href="#">m/news/how-to-write-a-free-verse-poem/</a></p> <p>2. Analyse model text and children annotate the key features of free verse poetry. Rhythm, rhyme, repetition, humour, powerful verbs, adjectives, adverbs and alliteration).</p> <p>3. Personification of inanimate objects ( Beauty and the Beast).</p> <p>4. Writing sentences with onomatopoeic words (sounds).</p>			
Poetry	5	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- perform their own</li> </ul>	<p>6-Plan free verse poem on chosen topic.</p> <p>7- Write poem using plan</p> <p>8- Edit and improve</p> <p>9- Plan hot task</p> <p>10-Write hot task</p>	<p>6. Children to use planning grid to incorporate all the key features of a free verse poem.</p> <p>7. Write the poem using the plan using a poem checklist.</p> <p>8. Edit and improve using peer assessment.</p> <p>9. Children given a familiar stimulus to plan hot task. Global warming,</p>	<p>Explore and write free-verse poetry with support and independently.</p>		<p><b>Homophones</b> and other words that are often confused</p> <p>See year 5/6 spelling appendix</p>



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		compositions, using appropriate intonation, volume, and movement so that meaning is clear.		hobbies, likes or dislikes. 10. The children will be able to write a free verse using their plan as support.			
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