



Year 5 English Scheme of Work

Summer 2							
Genre	Week	National Curriculum	Link to English Planning tools	Lesson Overview	Writing focus	Punctuation and grammar	Spelling
Instructions	1	Pupils should be taught to: -listen and respond appropriately to adults and their peers -ask relevant questions to extend their understanding and knowledge -use relevant strategies to build their vocabulary -participate in discussions, presentations, performances, role play, improvisations and debates	1 – Hook and Cold task 2 - Analyse model text 3 - Analyse model text 4 - Talk for writing 5 – Talk for writing	1. Hook- How to make toast and jam? Share with class Discuss what they already know about instructions. Give them a stimulus to write cold task. 2. Pick a part model text making sure that children pick out: question, 3adj question, relative clause, sub-headings, modal verbs, sub-clause. 3. Make jam and cream tarts. Ch to focus on the order that things occur and use the features from the model text. 4. Create a shared write from the previous lesson focus on intro and ing list. Ch to create a similar version alongside. 5. Shared write – instructions/method. Ch continue with own version.	To discuss the features and vocabulary of instructions.	Identify simple / embellished simple sentences, compound sentences, rhetorical questions, technical language, suffixes, brackets / dashes /commas for parenthesis and commas in model text.	Endings which sound like /jæs/ spelt –cious or –tious Not many common words end like this. If the root word ends in –ce, the /j/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious. vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
instructions	2	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	6 – Talk for writing 7 -Plan using success sheet 2 8 -Model (Title, opening statement and what you will need) 9- Model (How	6. Finish method and write concluding paragraph. 7. Ch to edit and peer assess their own write to ensure it follows the model text. 8. Provide new stimulus for hot write, ch to discuss ideas. 9. Planning for hot task. Differentiated planning charts. Review planning 10. Hot task	To be able to plan and write instructions with support.	Consolidate Year 4 list Sentence Construction Secure use of simple / embellished simple sentences Secure use of compound sentences	Endings which sound like /jəl/ –cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is



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		<p>to method) 10 – Model (conclusion) then edit and improve</p>	<p>Edit and improve.</p>		<p>Develop complex sentences: (Subordination) Main and subordinate clauses with full range of conjunctions:</p> <p>Sentence reshaping techniques e.g. lengthening or shortening</p> <p>sentence for meaning and /or effect</p> <p>Use of rhetorical questions</p> <p><u>Word Structure/ Language</u> Developed use of technical language Converting nouns or adjectives into verbs using suffixes e.g. –ate; –ise; –ify</p> <p>Verb prefixes e.g. dis–, de–, mis–, over– and re–</p> <p><u>Punctuation</u> Rhetorical question</p>	<p>clearly related to finance, commerce and province). official, special, artificial, partial, confidential, essential</p>
	<p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas to clarify meaning or avoid ambiguity in writing -using brackets, dashes or commas to indicate parenthesis punctuating bullet points consistently 					



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						<p>Brackets / dashes /commas for parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	
instructions	3	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -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 <p>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -punctuating bullet points consistently <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing 	<p>11- Edit and improve shared write</p> <p>12- Plan hot task (success sheet 2)</p> <p>13 – Talk for writing hot task</p> <p>13- Write hot task</p> <p>14- Write hot task</p> <p>15- Edit and improve hot task</p>	<p>11. Chn to peer assess partners work.</p> <p>12. New instructions stimulus. Plan Hot Task.</p> <p>13. Talk for Writing Hot Task.</p> <p>14. Hot Task</p> <p>15. Edit and improve Hot Task.</p>	<p>To be able to plan and write instructions independently.</p>	<p>Consolidate Year 4 list</p> <p><u>Sentence Construction</u></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions:</p> <p>Sentence reshaping techniques e.g. lengthening or shortening</p> <p>sentence for meaning and /or effect</p>	<p>Words with the /i:/ sound spelt ei after c</p> <p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound). deceive, conceive, receive, perceive, ceiling</p>



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		<ul style="list-style-type: none"> - 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 				<p>Use of rhetorical questions</p> <p><u>Word Structure/ Language</u> Developed use of technical language Converting nouns or adjectives into verbs using suffixes e.g. –ate; –ise; –ify</p> <p>Verb prefixes e.g. dis–, de–, mis–, over– and re–</p> <p><u>Punctuation</u> Rhetorical question Brackets / dashes /commas for parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	
Recount	4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -listen and respond appropriately to adults and their peers -ask relevant questions to extend their understanding and knowledge -use relevant strategies to build their vocabulary -participate in discussions, 	<ul style="list-style-type: none"> 1 – Hook and cold task 2 – Analyse model text 3- Analyse model text 4- Talk for writing 5 – Talk for 	<p>1.The Hook will be to recount the Aston Olympics the children won. Discuss with chn about what happened in the correct order. Travel to and fro. Events during Olympics.</p> <p>2/3 Analyse model. Annotate key features and vocabulary</p>	To discuss the features and vocabulary of a recount.		<p>Words containing the letter-string ough ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds. ought, bought, thought, nought, brought, fought rough,</p>



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		presentations, performances, role play, improvisations and debates	writing	found within the text. 4. Talk for writing. Chn to recount event orally during speaking and listening activity. 5. Talk for writing. Chn to create pictures for their recount in pairs.			tough, enough cough though, although, dough through thorough, borough plough, bough
Recount	5	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining - précising longer passages using a wide range of devices to build cohesion within and across paragraphs <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p>	<p>6 – Plan shared write</p> <p>7- Model (Title and overview paragraph)</p> <p>8- Model (Before we went)</p> <p>8- Model (Events)</p> <p>9- Model (Events)</p> <p>10- Model (Round up)</p>	<p>6. Plan shared write maybe based on an extract of a film or a local excursion.</p> <p>7. Model (the title and overview paragraph).</p> <p>8. Model before we went.</p> <p>9. model events</p> <p>10. model round up.</p>	To be able to plan and write a recount with support.	<p>Consolidate Year 4 list</p> <p><u>Sentence Construction</u></p> <p>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences:</p> <p>(Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions:</p> <p><u>Word Structure/ Language</u></p> <p>Converting nouns or</p>	<p>Words with 'silent' letters (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 a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch. doubt, island, lamb, solemn, thistle, knight</p>



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		<ul style="list-style-type: none"> -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 				<p>adjectives into verbs using suffixes e.g. –ate; –ise; –ify</p> <p>Punctuation Brackets / dashes /commas for parenthesis</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	
Recount	6	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, 	<p>11-Edit and improve shared write</p> <p>12- Talk for writing (hot task)</p> <p>13- Plan hot task</p> <p>14- Write hot task</p> <p>15- Write hot task</p>	<p>11. Edit and improve shared write. How can chn up level sentences and incorporate a variety of recount vocabulary.</p> <p>12. Talk for writing (Hot Task)</p> <p>13. Plan Hot Task could be last PE lesson chn had.</p> <p>14. Write Hot Task by including the key features and vocabulary of a recount.</p> <p>15. Write Hot Task</p>	<p>To be able to plan and write a recount independently.</p>	<p>Consolidate Year 4 list</p> <p>Sentence Construction Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences:</p>	<p>Use of the hyphen Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. co-ordinate, re-enter,</p>



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bullet points, underlining

-precising longer passages using a wide range of devices to build cohesion within and across paragraphs.

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

-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

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

(Subordination)

Main and subordinate clauses with full range of conjunctions:

Word Structure/ Language

Converting **nouns** or **adjectives** into **verbs** using **suffixes** e.g. –ate; –ise; –ify

Punctuation

Brackets / dashes /commas for parenthesis

Colons

Use of commas to clarify meaning or avoid ambiguity



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		-proof-read for spelling and punctuation errors					
7	Poetry week						