

English Modules – Year 5

	Term 1			Term 2			Term 3		
Narrative	Traditional Tales - legends (3 weeks)		‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	Suspense and mystery (4 weeks)		‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	Fiction from our literary heritage (5 weeks)		‘Take One Book’ (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term <i>This could include non-fiction text types not taught as a unit in this year group (eg recounts, instructions)</i>
Grammar focus	See below			See below			See below		
Suggested final written outcome	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.			Develop skills of building up atmosphere in writing e.g. passages building up tension			Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.		
Non-fiction	Recount (2 weeks)	Explanation (2 weeks)		Persuasion (3 weeks)	Instructions (1 week)		Report (2 weeks)	Discussion (2 weeks)	
Suggested final written outcome	Compose a biographical account based on research	<u>Links to Geography PoS</u> ‘physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes	Detailed instructions with clear introduction and conclusion.		Write a report, in the form of an information leaflet, in which two or more subjects are compared	Write up a balanced discussion presenting two sides of an argument, following a debate	

Poetry	Vocabulary building (2 weeks)	Structure – cinquain (1 week)		Vocabulary building (1 week)	Structure – spoken word poetry/rap (2 weeks)		Vocabulary building (1 week)	Take one poet - Poetry appreciation (2 weeks)	
Suggested outcome	Read, write and perform free verse	Read and respond to cinquains. Experiment with writing their own		Read, write and perform free verse	Listen to, read, and respond to raps. Experiment with writing their own		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	

Teaching Grammar to Improve Writing in Year 5

Year 5

Word	Converting nouns or adjectives into verbs using suffixes [for example, – ate; –ise; –ify] W2 Verb prefixes [for example, dis–, de–, mis–, over– and re–]
Sentence	- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely], - or modal verbs [for example, might, should, will, must]
Text	- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] - Linking ideas across paragraphs using adverbials of time [for example, later], - place [for example, nearby] - and number [for example, secondly] - or tense choices [for example, he had seen her before]
Punctuation	- Brackets, - dashes or commas to indicate parenthesis, - Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

