**KEY STAGE 2 Year 5 CURRICULUM OVERVIEW 2024 – 2025**

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| **YR6** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | Character descriptions  Short news reports  Letter writing using descriptive devices  Poetry  Reading  Spelling  Vocabulary linked to topic  Handwriting Practice | Character descriptions  Short news reports  Letter writing using descriptive devices  Poetry  Reading  Spelling  Vocabulary linked to topic  Handwriting Practice | Packing lists (justifications)  Letters (formal and informal) Interviews  Diary entries  Newspaper reports | | Packing lists (justifications)  Letters (formal and informal) Interviews  Diary entries  Newspaper reports | Short stories – Fantasy  Letters and correspondence  Survivors | Modern Classic Fiction  Poems on a theme |
| **Linked Text** | ***Percy Jackson and the Lightning Thief*** |  | ***Shackleton’s Journey*** | |  | ***Kaspar, Prince of Cats*** |  |
| **Alternative Text** | ***High Rise Mystery*** | | ***Children of the Benin Kingdom*** | | | ***Hidden Figures*** | |
| **Key new knowledge** | **Word Reading**  • Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.  **Writing Transcription (Spelling and Handwriting)**  • Use further prefixes and suffixes  • Spell some words with ‘silent’ letters  • Continue to distinguish between homophones and other words which are often confused  • Use dictionaries to check the spelling and meaning of words - Use a thesaurus  **Reading Comprehension**  **Understand what they read by:**  • Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader  • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  • distinguishing between statements of fact and opinion  • Participating in discussions, building on their own and others’ ideas and challenging views courteously  **Vocabulary, Grammar & Punctuation**  • Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  • Indicate degrees of possibility using modal verbs  • Use expanded noun phrases as a descriptive device  • The difference between structures typical of informal speech and structures appropriate for formal speech and writing  • Indicate grammatical and other features by:  • Using commas to clarify meaning or avoid ambiguity in writing  • Using semi-colons, colons or dashes to mark boundaries between independent clauses  **Writing (Composition)**  **Plan 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  **Draft and write by:**  • Selecting appropriate grammar and vocabulary, understanding how such choice can change and enhance meaning  • Using a wide range of devices to build cohesion within and across paragraphs  **Evaluate and edit by:**  • Assessing the effectiveness of their own and others’ writing  • Proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning |  | **Word Reading**  • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet  **Writing Transcription (Spelling and Handwriting)**  • Use further prefixes and suffixes and understand how to add them –tion and –ness suffixes  **Reading Comprehension**  **Develop positive attitudes to reading and understanding of what they read by:**  • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  • Using dictionaries to check the meaning of words that they have read  • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  Understand what they read, in books they can read independently, by:  • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  • Predicting what might happen from details stated and implied  • Identifying main ideas drawn from more than one paragraph and summarising these  • Retrieving and recording information from non-fiction  **Vocabulary, Grammar & Punctuation**  • Expressing time, place and cause using conjunctions, adverbs or prepositions  • Introduction to paragraphs as a way to group related material  • Headings and sub-headings to aid presentation  • Use of the present perfect form of verbs instead of the simple past  • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  • Fronted adverbials  • Use of commas after fronted adverbials  • Introduction to inverted commas to punctuate direct speech  **Writing (Composition)**  **Plan writing by:**  • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  • Discussing and recording ideas  **Draft and write by:**  • Organising paragraphs around a theme  • In non-narrative material, using simple organisational devices  **Evaluate and edit by:**  • Assessing the effectiveness of their own and others’ writing and suggesting improvements  • Proof-reading for spelling and punctuation errors |  | | **Word Reading**  • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.  **Writing Transcription (Spelling and Handwriting)**  • Use further prefixes and suffixes and understand the guidance for adding them  • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  • Use dictionaries to check the spelling and meaning of words  **Reading** **Comprehension**  • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  • Asking questions to improve their understanding  • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  • Predicting what might happen from details stated and implied  • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identifying how language, structure and presentation contribute to meaning  **Vocabulary, Grammar & Punctuation**  • Using passive verbs to affect the presentation of information in a sentence  • Using expanded noun phrases to convey complicated information concisely  • Using modal verbs or adverbs to indicate degrees of possibility  • Using commas to clarify meaning or avoid ambiguity in writing  • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, and ellipsis  • Layout devices  • Punctuation of bullet points to list information  **Writing (Composition)**  • 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  • Précising longer passages  • Assessing the effectiveness of their own and others’ writing  • Proof-reading for spelling and punctuation errors |  |
| **Assessments** | Formative assessment   * Effective questioning * DIRT work   Summative assessment   * Pupils are to produce their own information text/non-chronological report   Pupils are to produce an extended narrative; including planning, drafting and editing this piece. | | Formative assessment   * Effective questioning * DIRT work   Summative assessment   * Pupils are to produce their own diary entry * Pupils are to produce an extended piece of writing; including planning, drafting and editing this piece. | | | Formative assessment   * Effective questioning * DIRT work   Summative assessment   * Pupils are to produce their own diary entry   Pupils are to produce an extended piece of writing, including planning, drafting and editing this piece. | |