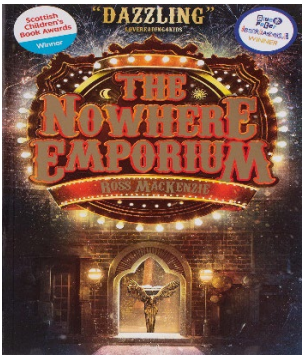
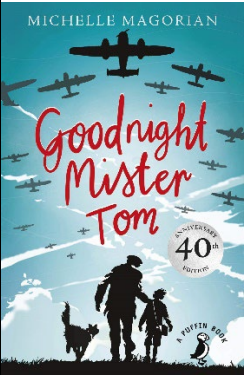
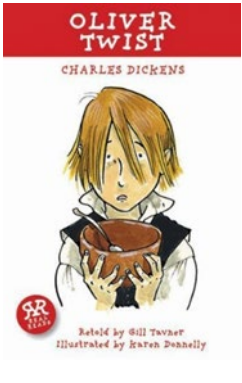

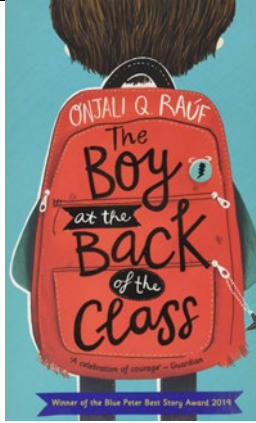
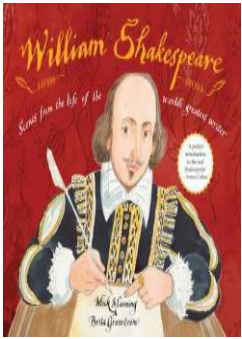


Curriculum Overview – English

Year 5/6

Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Learning Objectives:</p>	<p>To explain the meaning of words in context To retrieve information To identify / explain how information is related and contributes to meaning as a whole To identify / explain how meaning is enhanced through choice of words and phrases</p>	<p>To explain the meaning of words in context To retrieve information To summarize main idea from more than one paragraph To use evidence from the text to make inferences To form predictions using detail given or implied</p>	<p>To explain the meaning of words in context To identify / explain how meaning is enhanced through choice of words and phrases To use evidence from the text to make inferences</p>	<p>To identify and explain how information is related and contributes to meaning as a whole To identify / explain how meaning is enhanced through choice of words and phrases To use evidence from the text to make inferences To form predictions using detail given or implied</p>	<p>To identify and explain how meaning is enhanced through choice of words and phrases To use evidence from the text to make inferences To make comparison within the text</p>	<p>To explain the meaning of words in context To retrieve information To identify and explain how information is related and contributes to meaning as a whole To identify and explain how meaning is enhanced through choice of words and phrases</p>
<p>Core texts (subject to change due to interests of the children and level of abilities)</p>						

Curriculum Overview – English

Year 5/6

<p>Whole class guided reading</p>		<p>The Highwayman</p>  <p>Alfred Noyes Charles Keeping</p>	<p>TONY BRADMAN VIKING BOY BLOOD FIRE VENGEANCE</p> 	<p>CLIVE KING STIG OF THE DUMP</p> 	<p>THE SLEEPER AND THE SPINDLE NEIL GAIMAN ILLUSTRATED BY CHRIS RIDDELL</p> 	
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Curriculum Overview – English

Year 5/6

Writing	Diary entries Monologues Newspaper reports	Persuasive writing Letters Debates	Monologues Speeches Informative writing	Letters Diary entries	Dual narrative Poetry	Play scripts
GPS	Past tense Present tense Endings spelt –cious or –tious Endings spelt -ial	Relative pronouns Relative clause Sub-headings Words endings –ant, –ance/–ancy, –ent, –ence/–ency	Parenthesis with brackets Paragraphs Statements Words ending in –able –ible –ably –ibly	Embedded clause Parenthesis with commas Double consonant suffix words Use of the hyphen e.g. co-operate	Exclamation marks Adverbials of time, place and manner / feeling Words with ei after c Homophones and other words that are often confused	Clauses Subordinate clauses Fronted adverbials Words containing ough Words with ‘silent’ letters Year 5/6 spelling list
Hand writing	Pupils are taught to write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.		Pupils continue to practise handwriting and are encouraged to increase the speed of it, so that problems with forming letters do not get in the way of writing down what they want to say.		The appropriate handwriting style for a particular task varies. For example, quick notes or a final handwritten version. Children are taught to use an un joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters.	