



Y5 English overview 2023-24

English Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials (these aspects are addressed across all subjects)
Communicating: speaking and listening	<ul style="list-style-type: none"> Listen actively and attentively Speak audibly to an audience Present opinions to an audience Debate a topic or thought artfully Communicate their ideas through sequenced and well-articulated use of language 	<ul style="list-style-type: none"> Timetable 'Show and Tell' of half term projects in all classes Debating sessions each half term within phases with active age-appropriate tuition on technique Opportunities in assemblies to lead worship to an audience High expectations of language use in all subjects across school Speech and Language interventions where support is needed 	<ul style="list-style-type: none"> Sound phonic knowledge Confident use of language Ability to listen and respond appropriately to adults and their peers Ability to ask relevant questions to extend their understanding and knowledge Ability to use relevant strategies to build their vocabulary Ability to articulate and justify answers, arguments and opinions Ability to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Ability to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Ability to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Ability to speak audibly and fluently with an increasing command of Standard English Ability to participate in discussions, presentations, performances, role play/improvisations and debates Ability to gain, maintain and monitor the interest of the listener(s) Ability to consider and evaluate different viewpoints, attending to and building on the contributions of others Ability to select and use appropriate registers for effective communication Understanding of appropriate reading strategies for enabling fluency and comprehension Knowledge of technical subject specific vocabulary 	<ul style="list-style-type: none"> Sound planning Quality first teaching Differentiation where supporting EAL, SEND or more able learners 	<p>TERM1: Narrative: short stories Non-fiction: persuasive writing: writing for a specific audience and purpose (letter writing; brochure) Poetry: slam poetry</p> <p>Grammar Spelling.pdf</p>
Reading: fluency and comprehension	<ul style="list-style-type: none"> Apply phonetic knowledge to assist with reading fluency Use decoding and encoding skills to assist with reading unknown words Apply knowledge of high frequency words to assist with fluency Apply knowledge of taught spellings to assist with fluency Apply an understanding of vocabulary to assist with comprehension Apply contextual knowledge to assist with comprehension Read with intonation and expression for an audience 	<ul style="list-style-type: none"> Set quality Reading Wheel sessions timetabled across week addressing vocabulary enrichment, fluency and comprehension Set reading homework each day with tight monitoring of reading records High expectations of children being proactive about using taught strategies to assist in fluency and comprehension Reading opportunities in whole school events Focus on vocabulary research in all subjects 	<ul style="list-style-type: none"> Set quality Reading Wheel sessions timetabled across week addressing vocabulary enrichment, fluency and comprehension Set reading homework each day with tight monitoring of reading records High expectations of children being proactive about using taught strategies to assist in fluency and comprehension Reading opportunities in whole school events Focus on vocabulary research in all subjects 		
Exploring Vocabulary: vocabulary enrichment	<ul style="list-style-type: none"> Actively seek meanings of new vocabulary from appropriate sources (dictionaries, thesauruses, glossaries, word banks) Actively seek synonyms and antonyms for known vocabulary from appropriate sources (dictionaries, thesauruses, glossaries, word banks) Seek opportunities to explore word derivations (etymology) and origins through history, geography, science, design technology and Spanish studies 	<ul style="list-style-type: none"> Use of vocabulary banks and resources expected in all subjects Taught spelling rules within grammar lessons across school Active collection of vocabulary banks in all subject areas and expectation that this is used in written texts for all subjects 	<ul style="list-style-type: none"> Use of vocabulary banks and resources expected in all subjects Taught spelling rules within grammar lessons across school Active collection of vocabulary banks in all subject areas and expectation that this is used in written texts for all subjects 		<p>TERM2: Narrative: classic fiction Non-fiction: argument and debate Non-fiction: biographies; autobiographies Poetry: classic narrative and oral poetry; poetic style + classic poems</p> <p>Grammar Spelling.pdf</p>
Written composition	<ul style="list-style-type: none"> Compose own texts following detailed planning Structure exemplary paragraphs using a topic sentence and substantiating sentences Use taught and varied grammatical structures in writings 	<ul style="list-style-type: none"> Expectation of taught grammar being used in compositional writing 			

	<ul style="list-style-type: none"> • Apply knowledge of vocabulary to written compositions • Structure compositions appropriately for audiences • Select from and use a wider range of resources to assist in drafting a piece to its final form accurately • Compose texts across a range of genres (narrative, poetry, report, debate, journalistic, diary, review, recount, instructional) 	<ul style="list-style-type: none"> • Proof reading, editing, redrafting techniques embedded by teachers • Analysis of exemplar texts structure and language features to guide writing. • Opportunity for children to read widely, and actively apply devices from read genres to written compositions 	<ul style="list-style-type: none"> • Understanding of spelling rules • Solid understanding of age-appropriate grammar • Knowledge of text structures and language features for a variety of genres • Ability to use joined handwriting • Ability to compose a text (articulating ideas and structuring them in speech and writing) 		
Critically Observing/ Evaluating	<ul style="list-style-type: none"> • Develop the skills of critically analysing a read text for content, bias, structure, literary qualities • Develop the skill of critically analysing own written text under various criteria (structure, syntax, vocabulary choices, content, audience, control, authenticity) 	<ul style="list-style-type: none"> • Regular, structured reading wheel hour with a focus of a range of genre and focussed questioning • High quality texts in all subjects being used 			TERM3: Narrative: classic novels Narrative: science fiction Non-fiction: non-chronological reports Non-fiction: explanation Poetry: power of imagery; debate poetry and poetry that tells a story Grammar Spelling.pdf
SMSC	<ul style="list-style-type: none"> • Research and learn about key literary figures both current and over time and the legacy they have offered to language nowadays • Read, communicate and write across a range of subjects, understanding reasons why texts have been written, communicated or presented to an audience • Consider underlying social, moral, cultural, spiritual motivations for texts across a range of genre • Develop an enjoyment of communicating through spoken language, reading and writing 	<ul style="list-style-type: none"> • Use of inspiring teaching strategies and planning, regular discussion opportunities, rich and varied reading material, pupil voice, purposeful tasks motivating engagement 			

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