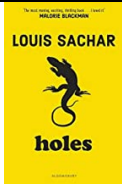
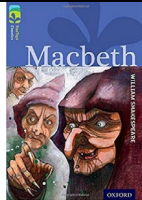



Central Park Primary School – English Curriculum Overview - Year 5

| Characteristics of readers | Characteristics of writers | When completing reading phase of learning children should... |
|--|--|---|
| <ul style="list-style-type: none"> ➤ Excellent phonic knowledge and skills ➤ Fluency and accuracy in reading across a wide range of contexts throughout the curriculum ➤ Knowledge of an extensive and rich vocabulary ➤ An excellent comprehension of texts ➤ The motivation to read for both study and for pleasure ➤ Extensive knowledge through having read a rich and varied range of texts | <ul style="list-style-type: none"> ➤ The ability to write fluently and with interesting detail on a number of topics throughout the curriculum A vivid imagination which makes readers engage with and enjoy their writing ➤ A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description ➤ Well organised and structured writing, which includes a variety of sentence structures ➤ Excellent transcription skills that ensure writing is well presented and punctuated, spelled correctly and neat ➤ A love of writing and an appreciation of its educational, cultural and entertainment values | <ul style="list-style-type: none"> ➤ Read and listen to a wide range of styles of text ➤ Listen to and discuss a wide range of texts ➤ Learn poetry by heart ➤ Increase familiarity with a wide range of books including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures ➤ Take part in conversations about books ➤ Use school and community based libraries – look at classification systems ➤ Look at books with a different alphabet to English ➤ Read and listen to whole books |

On the first day of every long term, there should be a focus on the author of the core text for the term. Each new core text must be introduced and show the author name, title of other books and when it was written – Children must remember key books they have studied and this should be referred to regularly.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|----------|--|----------|--|----------|
| Whole class texts (for storytelling or to support non-core subjects) | Goodnight Mr Tom – Michelle Magorian Butterfly Lion – Michel Morpurgo | | Charlotte’s web – EB White Hacker – Malorie Blackman | | The Shaman's Apprentice - Lynne Cherry & Mark Plotkin The Vanishing Rainforest - Richard Platt & Rupert van Wyk | |
| Archaic texts | Skellig – David Almond | | Harry Potter – JK Rowling | | The Animals of Farthing Wood - Colin Dann | |
| Core Text | Holes – Louis Sachar  | | Macbeth – William Shakespeare  | | Journey to the River Sea – Eva Ibbotson  | |

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|--|---|---|--|--|---|--|---|--|--|
| Unit | Day 1 focus on the author of the core text for term | Instructions (3 weeks) Stories from a significant author (4 weeks) | Oral storytelling - Skillywidden (2 weeks) Balanced arguments (5 weeks) | Day 1 focus on the author of the core text for term | Shakespeare (4 weeks) Poetry – Performance (2 weeks) | Oral storytelling - The Old Man and the Donkey (2 weeks) Recount (3 weeks) | Day 1 focus on the author of the core text for term | Stories from other cultures (5 weeks) Poetry (1 week) Haikus and Cinquains | Oral Story telling - Beowulf (2 weeks) Persuasive writing (5 weeks) |
| Mini outcome to be covered in the reading phase of the unit | Within instructions – Write an explanation text Write a letter Within significant authors – Write a news report Write a recount Write | Oral Storytelling – Performance of the story Within arguments - Write a persuasive piece Biography of a character | Within Shakespeare – Write a play script Write a news report Write an argument Within poetry – Learn by heart and perform a significant poem (part of the witches’ spell) | Oral Storytelling – Performance of the story Within recounts – Write a diary Write a formal letter | Within stories – Write a diary entry as main character Setting description (including cultural clues) | Oral Storytelling – Performance of the story Within persuasive writing – Write a letter Write formally Write an explanation | | | |
| Final Outcome | Instructions ‘How to get by in Camp Green Lake’ Significant authors - Write a chapter in the style of the author. | Oral Storytelling – Innovated written story Argument - ‘Does Camp Green Lake reform boys who have been convicted?’ | Shakespeare - Write a play script in the style of Macbeth adding a scene. Poetry - Write and perform a soliloquy | Oral Storytelling – Innovated written story Recounts - To write an account of a character’s actions through the story of Macbeth. | Stories from other cultures - Write an alternate ending Poetry – Write and perform a haiku or Cinquain | Oral Storytelling – Innovated written story Persuade the main character to either stay or leave Brazil. | | | |
| Publishing | Instructions to be typed for writing portfolio Story to be | Oral Storytelling – Handwritten for writing portfolio Argument to be | Shakespeare to be typed for writing portfolio Poetry to be performed | Oral Storytelling – Handwritten for writing portfolio Recount to be | Handwritten for writing portfolio Poetry to be written for writing portfolios | Oral Storytelling – Handwritten for writing portfolio Persuasion piece to | | | |

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|--|-----------------------------------|-----------------------------------|--|-----------------------------------|--|--------------------------------|
| | handwritten for writing portfolio | handwritten for writing portfolio | | handwritten for writing portfolio | | be typed for writing portfolio |
|--|-----------------------------------|-----------------------------------|--|-----------------------------------|--|--------------------------------|