

Year 5 and Year 6 English Overview

2025-2026

| Year 5 and Year 6 Texts | | | | | | |
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| | Autumn 1 The Nile to the Thames (Rivers) | Autumn 2 Invaders | Spring 1 North America | Spring 2 Plague, Pox and Antibiotics | Summer 1 Ancient Greece | Summer 2 Amazonia |
| Whole class reading text | Journey to the river sea by Eva Ibbotson | Beowulf by Michael Morpurgo | The chocolate tree by Linda Lowery | Plague: A cross on the door, by Ann Turnbull | Percy Jackson and the Lightning Thief by Rick Riordan | The Explorer by Katherine Rundell |
| Key Text |  A River by Marc Martin Poetry  Journey to the river sea Eva Ibbotson |  Beowulf by Michael Morpurgo  The adventures of King Arthur by Angela Wilkes |  The chocolate tree by Linda Lowery  Harriet Tubman by Kitson jazynka |  Plague: A cross on the door by Ann Turnbull You wouldn't want to live without antibiotics by Anne Rooney  |  A visitors guide to Ancient Greece by Lesley Sims  |  The Explorer by Katherine Rundell  The Great Kapok Tree by Lynne Cherry |
| Writing outcomes/Genres | Poetry Diary entry/ Setting Description Narrative (Focus on setting description) | Newspaper report Adventure narrative Letter of advice | Persuasive letter Biography | Balanced Argument Diary in role Non chronological report | Narrative Myth Travel guide Postcard | Adventure narrative Balanced argument Letter |

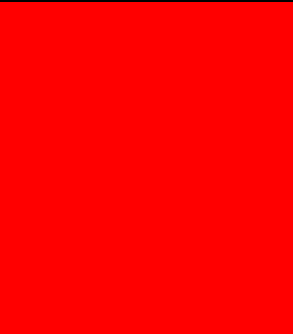
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| Key Grammar and Punctuation | | | | | | |
| Essential Knowledge (National Curriculum) Year 5 | | | | | | |
| Spelling | <ul style="list-style-type: none"> • spell some words with ‘silent’ letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically, as listed in Appendix 1 • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary • use a thesaurus. | | | | | |
| Handwriting | <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task | | | | | |
| Writing-plan | <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • noting and developing initial ideas, drawing on reading and research where necessary | | | | | |
| Writing- draft and write | <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader | | | | | |

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| Writing- evaluate, edit and present | <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
| Vocabulary Grammar Punctuation | <ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using hyphens to avoid ambiguity • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently |
| Grammatical Terminology | <ul style="list-style-type: none"> • modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |
| Reading- Word reading | <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet |
| Reading- comprehension | <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • 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 English – key stages 1 and 2 34 Statutory requirements • recommending books that they have read to their peers, giving reasons for their choices |

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| | <ul style="list-style-type: none"> • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • 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 • 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 • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views. |
| Essential Knowledge (National Curriculum) Year 6 | |
| Spelling | <ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. |

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