L/T Overview: English: Y5 Kestrels 2019/20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	It's all Greek to Me	Club Mediterranean	All the World's a Stage	Relaxing Romans	Smashing Saxons	
Writing Units	**Writing to Entertain:** Narrative (character + setting) Poetry (Performance) Visual Literacy **Writing to Persuade** (Debate)	**Writing to Entertain:** Poetry (Remembrance) **Writing to Inform:** (Articles/Leaflet/ Recipes) **Writing to Persuade:** (Adverts/Posters)	**Writing to Entertain:** Plays (dialogue + plot) **Writing to Persuade:** (Reviews) **Writing to Inform:** (Letters/Diaries)	**Writing to Entertain:** Poetry (Lyric) Narrative (plot) **Writing to Inform:** (Recount)	**Writing to Entertain:** Poetry (Nonsense) **Writing to Inform:** (Report)	**Writing to Entertain:** Poetry (Epic) Narrative (character, setting and plot) **Writing to Persuade:** (Debate)
Reading Focus	Comprehension • I can explain the meaning of words in context and ask relevant questions to improve my understanding of a text, making comparisons within and across books • I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • I can read and discuss an increasingly wide range of fiction including myths and legends, poetry, non-fiction and reference books or textbooks • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • I can distinguish between statements of fact and opinion • I can retrieve, record and present information from non-fiction		Comprehension • I can prepare 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 • I can discuss and evaluate how authors use language, including figurative language, identifying how language, structure and presentation contribute to meaning and considering the impact on the reader • I can read books that are structured in different ways and read for a range of purposes • I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously • I can predict what might happen from details stated and implied		Comprehension • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • I can identify and discuss themes and conventions in and across a wide range of writing • I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • I can summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • I can recommend books that I have read to my peers, giving reasons for my choices	
Class Readers	Roald Dahl: Billy and the Minpins Max Evans: Who let the Gods Out? Rick Riordan: Percy Jackson and the Lightning Thief Orchard Book of Greek Myths	John McCrae: In Flanders Fields Gerald Durrell: My Family and Other Animals	William Shakespeare: A Midsummer Night's Dream Marcia Williams: Shakespeare's Plays	William Wordsworth: I Wandered Lonely as a Cloud Caroline Lawrence: Escape from Rom	Lewis Carroll: The Jabberwocky Helen Ward: Dragonology	Michael Morpurgo: Beowulf Jane Bingham: In Anglo Saxon Times

Nelson Comp	Unit 3 – Characters' feelings Unit 6: Telling Stories through Poetry	Unit 2 – Advertisements	Unit 1 – Plays Unit 8 – Persuasive Language	Unit 7: Stories from Around the World	Unit 5: Media Reports Unit 4: Following Instructions	Unit 10 – Heroes and Heroines Unit 9: Reading Older Novels
Nelson Spelling	Units 1-5	Units 6-10	Units 11-15	Units 16-20	Units 21-25	Units 26-28
Nelson Grammar	Units 1 -5	Units 6 -10	Units 11-15	Units 16-20	Units 21-25	Units 26-28
Curriculum Targets	Planning, drafting, writing, evaluating, editing, proofreading and performing					