



Halesowen C of E Primary School English medium term overview

Year 5

	TERM 1 (14 weeks)			TERM 2 (11 weeks)			TERM 3 (13 weeks)					
NARRATIVE	Basics (2 Weeks) Look back at previous year's grammar and teach from this.	500 words (3 weeks) Write own stories using 500 words only	Character and setting (3 weeks)		Editing (1 Week) Spend half time on correcting writing and the other half on improving writing.	Twisted Fairy Tales Hansel and Gretel (use Neil Gaiman's version) (2 weeks)		Author study - Anthony Brown - picture books (2 weeks) Choose an author relevant to the age group and explore a few books by them. Choose one book as a start point. Do some incidental writing from the book.	Slow Write / free writing (2 weeks) 2 days spent on slow writing - building up different types of sentences. 2 says spent on free writing, 1 to write anything they want, 1 to edit it.	Short story with tension (use There are Wolves in the walls - first part) (3 weeks)		Take One Book" (3 weeks) Choose a relevant book to a topic/ theme and use it to explore topic aspects or English objectives. Incidental writing based on the book.
Suggested final written outcome			Children write characters and settings use AI to make them come alive and then edit to improve and re use AI. Use CL , . ! ? ' " , paragraphs, fronted adverbs			Children write their own. Use fronted adverbials, parenthesis, cohesion. Relative clause				commas, adverbials, various sentence starters. Children to write their own.		
NON FICTION			Diary (2 weeks)	Instructions (2 weeks)		Report (2 weeks)	Discussion (2 weeks)			Persuasion (3 weeks)		
Suggested final written outcome			Linked to history Use of figurative language (similes, metaphors) for emotional effect factual content Use paragraphs, adverbs of possibility.	Model verbs Adverbs of possibility		Write a report information leaflet, two or more subjects are compared. Using relative clauses, fronted adverbs and cohesion,	Write a balanced discussion - debate then write. Use cohesion, parenthesis and relative			Write a report in the form of an information leaflet, in which two or more subjects are compared... Use model verbs, commas, adverbials, various sentence starters.		
POETRY			Structure- spoken word poetry/rap (2 weeks)			Easter (1 week)	World Book Day (1 week)			Take one poet - Karl Nova (2 weeks)		
Suggested final outcome			Listen to, read and respond to raps. Experiment with their own writing.							Research a poet. Personal responses to poetry.		
	Objectives covered in Autumn term			Objectives covered in Spring term			Objectives covered in Summer term					
	<div><input type="checkbox"/> Model verbs</div> <div><input type="checkbox"/> Adverbs of possibility</div> <div><input type="checkbox"/> CL , . ! ? ' " "</div> <div><input type="checkbox"/> Paragraphs (only for 2025)</div>			<div><input type="checkbox"/> Relative Clause</div> <div><input type="checkbox"/> Fronted adverb for time, place, clause or number</div> <div><input type="checkbox"/> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly</div> <div><input type="checkbox"/> () - , for parenthesis</div>			<div><input type="checkbox"/> Very sentence starters</div> <div><input type="checkbox"/> Use of commas to clarify meaning or avoid ambiguity</div> <div><input type="checkbox"/> Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]</div> <div><input type="checkbox"/> or tense choices [for example, he had seen her before]</div>					



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