

# St. Mary's Junior Academy: English Overview, Y5 (SPAG) (Reading) (Writing)



	Monday	Tuesday	Wednesday	Thursday	Friday	Text used	Writing outcome	
A1	POR 1 Tell me	POR 2 story mapping	POR 3 similarities and differences	POR 4 acting out story	POR 5 creating trailer with voice over for story	Seasons of Splendour by Madhur Jaffrey	Playscript of story	
A2	POR 6 comparing settings art visualisation	POR 7 Have model text of one story as a play script and act out	Tadpole the model text – pick out layout features as well as language SPAG colon to introduce a list of characters	Shared writing – modelling layout of script – converting narrative to playscript SPAG focus present tense - perfect present progressive	Shared writing – adding stage directions to a playscript SPAG focus – brackets			
A3	Shared writing – hot seating characters to get voice and language choices correct for characters show not tell SPAG commas for parenthesis to add detail	Shared writing – hot seating characters to get voice and language choices correct for characters – SPAG focus character show not tell	innovate model playscript	innovate model playscript	innovate model playscript			
A4	Plan own story through story mapping for own play	Use plan to write opening scene for play and then build up scene for play	Use plan to write problem scene	Use plan to write resolution and ending scenes	Perform plays in small groups, edit and review			
A5	Model text of poem In the Bazaars of Hyderabad – tell me	Model text reread – vocab – research the different things being sold and create visual representation of the bazaar	Model text reread – analyse each stanza – compare the joys with sorrows	Model text reread – act out as merchant and buyer – SPAG question and answer tadpole	Model text reread and pick out the different senses used to make the reader feel present			Poetry – Indian poetry – stanzas
A6	Shared writing add own stanza in style from bazaar	Innovate poem based on a market place in the UK	Innovate continued	Perform, edit and review	Write reflection of poetry heard from class in previous lesson			
<b>Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)</b>								
A7	POR 1 tell me	POR 2 role on the wall	POR 3 role play	POR 4 compare similarities and differences	POR 5 character feelings	Cosmic by Frank Cottrell Boyce and Steven Lenton	Discussion text – strengths and weaknesses of fathers	
A8	POR 6 Setting descriptions – SPAG focus similes and metaphors	POR 9 Model text of discussion – should children be allowed in space? Box up and tadpole	SPAG focus comparative and contrasting conjunctions / phrases – on the one hand / on the other hand etc	POR 9 make notes for an argument for different father	Innovate model text for Which father should accompany the space mission?			
A9	Complete innovation shared writing	POR 10 Conscience alley Plan discussion text for Should Liam go into space?	Write discussion text from plan	Write discussion text from plan	Perform, edit and review			
A10	POR 13 Read to end and Tell me	Model text learn Newspaper report – box up	SPAG focus write orientation paragraphs as practice from pictures and headlines – cohesion	SPAG focus direct and reported speech	Innovate model text for different section of the story - shared writing		Newspaper report	
A11	Complete innovation from previous lesson – shared writing	Plan newspaper report – act out different characters to get quotes from Dr Drax and Shenjian	Write newspaper report from plan about Shenjian's mission	Complete newspaper report from plan	Perform, edit and review			
A12	Session 11 model text of poem as a list of events – use of repetition	Verb choices SPAG focus – innovate model text changing verbs to create different tone and mood	Act out a rocket launch – freeze frame (use sound effects from video clips on IWB – recreate intensity and volume etc. hot seat characters at different moments to gain feelings – brainstorm words	Write own feelings poem of a launch into space	Perform, edit and review		List poem	
<b>Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)</b>								

Sp1	POR 1 Response to illustrations – what do we know / want to know / how will we find out	POR 2 research using books and online – model note taking – SPAG bullet points and consistency of punctuation credible sources – variation of handwriting for different tasks – each group take different aspect	POR3 Model using PPT to present information for others to readily understand and use – create PPTs from research –	POR4 Children present PPTs and others take notes to gain full picture of research	POR 5 exploring language – character examination and comprehension SPAG – literal and symbolic language	Mama Miti: Wangari Maathai and the Trees of Kenya by Donna Jo Napoli and Kadir Nelson	Note taking PPT presentation of research Book of proverbs
Sp2	POR 6 – freeze frame – inference from pictures (not advice letter) SPAG recap direct speech – accurate punctuation	POR 12 – again inference and SPAG speech – focus on speech giving information about the character	POR16 dilemmas and solutions POR 17 comparing and contrasting illustrations POR 23 Compare and contrast illustrations	POR 24 Finish reading book Tell me Response to full text	POR 25 Proverbs What are they Why are they used Identify features Symbolism and common expressions		
Sp3	Model text – learn with actions – sequence	Vocabulary focus – dictionary up to 3 letters – shared writing proverb for main aspect of story	Research of Kenyan proverbs Model presenting these with ICT to support understanding e.g. text alteration or images	Write own proverbs based on key aspect of lessons Create on IT same as Kenyan Collate in class book	Edit, improve, review Share proverbs with peers and discuss meanings and language selected.		
Sp4	POR 27 Speech – listen to speech Respond – comprehension questions – learn speech with actions	POR 28 look at speech – annotate with key features of text and language Give other speeches for children to annotate – learn and share with class	Shared write – speech for school council on how to direct change in school – SPAG formal language choice and degrees of possibility with modal verbs and adverbs	Independent speech to be written and then to film for local MP to direct change in local area	Listen to all speeches recorded – edit, improve, review – give feedback based on features analysed in previous lesson		Speech for change
Sp5	Model text – biography of Mama Miti – learn with actions – give personal response to her life's work	Model using context to support understanding of unknown language – use of root words – similar sounding – background knowledge vocabulary exploration	Model finding text features of biography model text – identify in different text (one from the selected speech previously heard)	Model finding language features of biography model text – identify in different text (one from the selected speech previously heard)	SBW – look at needs of class and select appropriate group gap filling exercises May need to focus on SPAG of tenses here – depends on if current person alive they are writing about		Biography
Sp6	Model researching – selecting appropriate sources – looking for bias – double checking facts – Children to research chosen inspiration leader of change – model note taking and recapping use of bullet points	Model planning a biography using features from other biographies as success criteria. Children to plan biography with success criteria – use NC objectives alongside to show where these writing skills will also be demonstrated	Model write opening to biography – children to then write their biographies from plans	Model edit and reviewing work by rereading – SPAG using a thesaurus to raise language choices Children complete their biography	Edit, review and improve – share with other classes biographies written		
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Sp7	POR 1+2 dictionary work definition Varmints and Tell me grid for opening of story (no words)	POR4 – responding to music to create mood in art - pastels	POR 5 – film focus – camera angles / mood creation	POR6 – responding to music to create mood in art – charcoal - contrasting mood created	Read story and watch film to 'they stopped thinking' tell me grids Compare and contrast of book and film	Varmints by Helen Ward and Marc Craste	Character description driven narrative
Sp8	POR 8 role play freeze frame – character thoughts from start to others arrival	Read to the end of the story Tell me grids Watch full 24 min film Reflect on those left behind and those in the pods	Have a copy of the complete text to learn as model text – discuss use of capitalisation for effect – box up Plan for alternate version of story	SPAG expanded noun phrases – use of model text to show effective use of this – shared writing alternate version opening from plan	Shared writing own version of build up and problem in style of author – imagining another varmint – write independent resolution and ending from shared plan		
Sp9	Drama and freeze framing for picture at end 'the beginning' children plan for story of those left behind or those in the pods	Orally tell own story from plans – begin writing opening and build up	Peer review before continuing with problem resolution	Peer review before completing own stories	Review, edit, improve – create own books with illustrations to support own story sequel – share and publish		

Sp10	POR 9 +10 conscience alley – should varmints stop thinking – have model text for argument that they should – learn – poster campaign	Box up argument and look at vocabulary choice	Model text to have SPAG relative pronouns clearly defined – children to identify and recognise impact and use	SPAG relative clauses – model text to have this evident – identify and explain effect	SPAG passive voice – model text to have this evident – identify and explain effect		Persuasive poster advert – argument
Sp11	Shared writing – model and write argument for them to not stop thinking – poster campaign	Pose end of book question – should varmints leave in pods or stay? Give time to pick and then plan an argument – poster campaign	Write and create poster campaign for decision from plan	Complete argument and poster campaign – thinking about colours and presentation	Edit, review and improve. Hold gallery and ask others to decide on most persuasive campaign to stay or go		
Sp12	POR 3+7 model text The Ocean's Blanket – mood creation in each verse	Text and language features analysis – performance Recap of plural possessive apostrophe use SPAG	Shared writing – creating mood for start of Varmints and when 'others' arrive	Write own poem based on model of The Ocean's Blanket for Varmints and the mood change from start to the others arrival	Edit, improve and review – perform own poems and illustrate to show the mood shift effectively		Poetry – mood contrast
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
Su1	POR 1 – read and perform when colours spoke – research Grace Nichols – tell me grid – learn poem	Look at language and text features used in poem – SPAG discuss how they persuade – onomatopoeia recap	POR 2 Shared write a verse for orange together – think imagery and persuasion Watch author perform poem and different techniques for different verses – perform orange verse	Plan own verse – POR 3 Write own verse from plan	Perform own verse with instruments – record and evaluate language choice and impact	Cosmic Disco by Grace Nichols, illustrated by Alice Wright	Poetry – 3 weeks – nature poem
Su2	POR5 – tell me Winter Trees – shared writing own verse from clear structure	Watch GN read Hummingbird poem – show clips of hummingbird movement – recap flowering plant life cycle and words used in the poem – perform poem in movement	POR7 – watch Northern lights – listen to poem Aurora Borealis – respond through art	POR 8 – listen to Sky Artist – go outside and lay looking at the sky – respond through art – Tell me grids	SPAG homophones – link to nature – weather / whether		
Su3	POR 9 – look at painting and listen to GN read poem – compare and contrast – tell me grid	POR 10 – share 3 poems and ask children in groups to perform and then rotate poems so all have read and performed all 3 – children to evaluate performances with shared success criteria	POR 12 – share Sir October and Lady October – look at language and text features – SPAG recap personification – learn model text	Plan and write own poem based on model text – sir autumn or sir spring or sir summer	Edit, improve and review – perform own poems in pairs as sir and lady – record and evaluate own performances		
Su4	Read poem Cosmic Disco – discuss scientific words used – use dictionary to write definitions of meaning – tell me grid - read model text of non-chronological report on space station - learn	Identify text and language features Look at use of parenthesis - commas brackets dashes in model text – explain parenthesis – practise - SPAG	Look at use of model text and compare with narrative text – discuss which punctuation is more appropriate for each text SPAG – parenthesis commas for narrative brackets for scientific explanations dashes for informal notes	Look at model text and use of verbs that have a root of adjectives – practise - SPAG adjectives into verbs suffix ify ate ise	Shared writing – model planning a non-chronological report – thinking about title – what content is needed – questions that need answering – facts to gather – where parenthesis would be needed – what pictures would be effective and why – captions to explain etc.		Non-chronological report on space
Su5	Shared writing – Model researching the chosen topic from plan in previous lesson – how to select information – check for validity – use bullet points to make notes – children to research own aspect	Shared writing model how to write a paragraph for non-chronological report from plan – emphasising parenthesis use for effect – choice of verbs Children write a paragraph of their	Shared writing model how to write a paragraph for non-chronological report from plan – emphasising parenthesis use for effect – choice of verbs Children write a paragraph of their	Shared writing model how to write a paragraph for non-chronological report from plan – emphasising parenthesis use for effect – choice of verbs Children write a paragraph of their	Edit, review and improve – model putting the complete text together and using headings for ease of access to information/ use of IT (hyperlinks to key websites) / remind order not important as non-chronological		

	of space for own choice	own from notes / research	own from notes / research	own from notes / research	- recap cohesion within paragraphs but not necessary for across paragraphs due to type of text		
Su6	Listen to Lady Winter's Rap - discuss settings being described - tell me grid - read model text of a setting description from Article to start a story - learn -	Identify language and text features from model text - SPAG focus subject verb agreement	Research areas in world - Amazon river or rainforest / Antarctic / Sahara desert for ideas - creative art work imagine own planet setting (link to Dune text Arakkis for setting description to open story)	Write own setting description for imaginary planet as an opening for new story	Edit, review and improve - class display of settings and use of ICT to enhance description		Setting description
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
Su7	POR1+2 Responding to a map and making predictions - reading and responding - Tell me grid - chapter 1	POR3 role on the wall and character description	POR4 freezeframing and drama - add to role on wall - chapter 2	POR 5 note making - bullet points	POR 6 - chapter 3 - note making on different aspects	The Last Wild by Piers Torday  <b>Only if appropriate with what is happening with Covid as dealing with a virus</b>	Extension to narrative
Su8	POR 7+8 - not writing a report but looking at control and who benefits from creating panic	POR9 p37 conscience alley - stay or go Model ideas in a list SPAG semi-colon to separate a more detailed list	POR10 movement and response to text - imagery - recap of use of powerful verbs and metaphors SPAG	POR 11 P37-47 text and language features analysis - focus on imagery - SPAG	POR 14 - read to end of part 1 - story map story so far		
Su9	POR16 - visualising new setting p70 Pt 2	Read to p83 - discuss positive and negative view of Kester - look at text SPAG tense recap	POR 18 p113 - discussion focus on headings for decisions being made	POR19 p133 - freeze framing and role on wall for Polly	P159 discussion - why would they be lying - drama		
Su10	P184 - discuss loss of cat - hot seating Kester (what are his thoughts and how does he feel not being able to express this)	POR 23 Group discussion about joining the wilderness	POR 24 debate and argument p218 POR25 p235 Ma role on the wall	POR 26 compare and contrast Narnia scene p243 POR 27 p268 - add to story map	POR 28 - emotional response discussion p303  Then read to end of book and add events to story map		
Su11	Read model text of complete story (250 words) Tell me grid - personal responses	POR 29 Planning the next chapter - generate ideas with the helicopter	Write the next chapter from plans	Complete the next chapter from plans	Review, edit and improve - look at the sequels written and compare ideas and themes chosen		
Su12	POR 12 - model text learn shape poem of cliff leaving Spectrum Hall - tell me grid	Look at model text and identify text and language features focus on SPAG use of thesaurus	POR 13 - reread p37 - 47 and look at imagery - in partners shared write own poem of escape	Identify own point in story to create a shape poem based on setting descriptions	Edit, review and improve - perform poems		