

## Red Kite Class: Year 5 and 6 English Overview 2025 - 2026

	Autumn Term		Spring Term		Summer Term	
<b>Text/s:</b>	The Wind in the Wall	Harry Potter and the Philosopher's Stone	Romeo and Juliet	Darwin's Dragons	The Odyssey	The Time Traveller and the Tiger
<b>Genre:</b>	Fiction: Fantasy, Fable	Fiction: Narrative, fantasy	Fiction: Archaic language	Fiction: Historical Fantasy	Fiction: Myth/Graphic novel	Fiction: Fantasy
<b>Writing Opportunities:</b>	Letters of warning  Narrative – write their own gothic short story	Poetry – writing own spells  Persuasive text – Why you should choose Hogwarts	Obituary  Alternative ending	Biography  Next chapter writes  Non- Chronological report	Advertising brochure (publish through PPT)  Balanced argument	Non Fiction – NC report about tigers  Write part of the narrative from Elsie's point of view (1 <sup>st</sup> Person) – include dialogue
<b>Purpose: Audience:</b>	To warn anyone who is too curious: be careful what you wish for!  To entertain anyone who enjoys horror stories and suspenseful reads	To entertain – their poems/spells could be read aloud in school poetry challenge  To inform/persuade Perspective parents	To describe what Romeo was like to 'The Capulets'  To entertain – anyone who would have preferred the characters to live	To create coherent non-fiction texts and entertain peer readers.  Other year 5/6 children and interested adults.	To inform parents (sharing brochure as PPT presentation)  To debate Anyone who isn't sure whether they would rather live in the past/present	To inform Y1 and 2 children about tigers  To entertain the younger children (year 2s?) and to publish to share with parents
<b>Writing Outcomes: Composition</b>	<ul style="list-style-type: none"> <li><b>plan their writing by:</b> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li><b>draft and write by:</b> 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 [for example, headings, bullet points, underlining]</li> <li><b>evaluate and edit by:</b> 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; proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>					
<b>Writing Outcomes:</b>	Use relative clauses beginning with who,	Use modal verbs or adverbs to indicate	Use expanded noun phrases to convey	Ensure the consistent and correct use of	Use passive verbs to affect the presentation	Perform my own compositions, using

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<b>Vocabulary, Punctuation &amp; Grammar</b>	<p>which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>degrees of possibility</p> <p>Commas are used to clarify meaning or avoid ambiguity in writing</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p>	<p>complicated information concisely</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Use hyphens to avoid ambiguity</p>	<p>tense throughout a piece of writing</p> <p>Use semicolons, colons or a dash to mark boundaries between independent clauses</p>	<p>of information in a sentence</p>	<p>appropriate intonation, volume, and movement so that meaning is clear</p>
<b>Handwriting:</b>	<p>write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task.</p>					
<b>Spellings:</b>	<p>See NNS overview</p>					
<b>Reading – Word Reading</b>	<p>Apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.</p>					
<b>Reading – Comprehension</b>	<p>Check that the book makes sense, discuss their understanding and explore the meaning of words in context</p> <p>Ask questions to improve my understanding</p> <p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>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 provide reasoned justifications for their views</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Increase my 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</p> <p>Identify key details that support the main ideas identifying how language, structure and presentation contribute to meaning identifying how language, structure and presentation</p>			

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	<p>Predict what might happen from details stated and implied</p> <p>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</p> <p>Perform poems (by heart) showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Make comparisons within and across books</p>	<p>Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion and demonstrate my understanding through discussion and examples</p> <p>Perform plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>	<p>Efficiently retrieve, record and present information from non-fiction</p> <p>Recommend books that they I read to their peers, giving reasons for my choices identifying and discussing themes and conventions in and across a wide range of writing</p>
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