**Keevil CofE Academy English Curriculum Overview Y4/ Y5**

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| English Y4/5 |  |  |  |  |  |  |
| Writing  | Key Text: GEORGES SECRET KEY TO THE UNIVERSEBy: Lucy Hawking –Including 1 session per week free write | Key Text: The Legend of Podkin One-EarBy: Kieran LarwoodIncluding 1 session per week free write | Key Text: THE FIREWORK MAKER’S DAUGHTERBy: Phillip PullmanIncluding 1 session per week free write | Key Text: Beowulfby Michael MorpurgoIncluding 1 session per week free write | Key Text:Pugs of the Frozen NorthBy: Phillip ReevesIncluding 1 session per week free write  |
| PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons. | Y4I can use standard forms of verbs.Y5* I can write complex sentences with relative clauses starting with *who*, *which*, *where*, *when*, *whose* or *that*.
* I can use commas within a sentence to ensure meaning is clear.
 | Y4* I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details.
* I can use a wide range of conjunctions to show time, place and cause in my writing.
* I can use adverbial phrases to start some sentences followed by a comma

Y5* I can write complex sentences with relative clauses starting with *who*, *which*, *where*, *when*, *whose* or *that*.
* I can use commas within a sentence to ensure meaning is clear.
 | Y4* can use a wide range of subordinating conjunctions at the beginning and within sentences to add details.
* I can use a wide range of conjunctions and adverbs to show time, place and cause in my writing.
* I can use adverbial phrases to start some sentences followed by a comma.
* I can use speech marks and other punctuation when I am writing speech.
* I can use possessive apostrophes in words with irregular plurals.

.Y5* I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.
* I can use commas within a sentence to ensure meaning is clear.
* I can use ellipsis in an appropriate way in my writing.
 | Y4* I can use pronouns to avoid repeating the same noun in my writing.
* I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing.
* I can use different sentence structures for effect.
* Y5
* I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.
* I can use commas within a sentence to ensure meaning is clear.
* I can use ellipsis in an appropriate way in my writing.
 | Y4* FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING
* I can use pronouns to avoid repeating the same noun in my writing.
* I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details.
* I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing.
* I can use adverbial phrases to start some sentences followed by a comma.
* I can use standard forms of verbs.
* I can use speech marks and other punctuation when I am writing speech.
* I can use possessive apostrophes in words with irregular plurals.

Y5* I can write complex sentences with relative clauses starting with who, which, where, when, whose or that.
* I can use modal verbs and adverbs to show a range of possibility.
* I can use ellipsis in an appropriate way in my writing.
* I can use a passive voice appropriately in my writing.
* I can use adverbials to build cohesion in a paragraph.
* I can use semi-colons, colons and dashes to mark independent clauses in a sentence.
* I can use hyphens to avoid confusion.
* I can use longer noun phrases.
* I can use a colon to introduce a list and semi-colons within a list.
* I can use past perfect verbs to show relationships between time and cause.
* I can identify and use the subjunctive mood.
 | Y4* I can use pronouns to avoid repeating the same noun in my writing.
* I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing.
* I can use standard forms of verbs.
* I can use a and an correctly.

Y5* FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING
* I can write complex sentences with relative clauses starting with who, which, where, when, whose or that.
* I can use modal verbs and adverbs to show a range of possibility.
* I can use present perfect verbs to show relationships between time and cause.
* I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.
* I can use commas within a sentence to ensure meaning is clear.
* I can use ellipsis in an appropriate way in my writing.
* I can use modal verbs and adverbs to show a range of possibility.
* I can use present perfect verbs to show relationships between time and cause.
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| Additional subjects + writing options | Science –: LightNon Chronological Report writing, Explanation text | Science – ElectricityInstructions, report writing | Science – RocksNon Chronological Report writing, Explanation text | Science: EvolutionNon Chronological Report writing, Explanation text | Science – Living ThingsReport writing, Explanation text, Information text | Science plant classificationReport writing, Explanation text, Information text |
| Understanding Christianity: CREATION 2a.1 – What do Christians learn from the Creation story?  | Understanding Christianity: INCARNATION 2a.3 – What is the Trinity? | Discovery RE: ISLAM Discovery RE: BUDDHISM Y4 Unit – Is it possible for everyone to be happy? | Understanding Discovery RE: EASTER Y4 Spring 2 – Is forgiveness always possible? | Understanding Christianity: KINGDOM OF GOD 2a.6 – When Jesus left, what was the impact of Pentecost? | Discovery RE: ISLAM Discovery RE: BUDDHISMY4 Units – Can the Buddha’s teachings make the world a better place? AND What is the best way for a Buddhist to leave a good life? |
| Reading | Vocabulary/Word meaningPrior knowledgeAssociated with the readingSummarise the story so farTeacher readsChildren to infer and predict.Think out loud and involve the children through questioning and thinking/feeling/Happening prompts.Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonationModel the taught reading skill eg:Skimming/scanning, text-marking or short answer question type.Questions to read and answer (short answer formats) Multiple choiceSimple retrievalOrderingTrue/falseMatchingVisualisationFind and copy a phrase/wordInterrogate the text – discuss purpose,Layout etc…Annotate with text featuresVocabulary discussion – magpie/ glossary?Children then complete a range of questions based on the text | Vocabulary/Word meaningPrior knowledgeAssociated with the readingSummarise the story so farTeacher readsChildren to infer and predict.Think out loud and involve the children through questioning and thinking/feeling/Happening prompts.Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonationModel the taught reading skill eg:Skimming/scanning, text-marking or short answer question type.Questions to read and answer (short answer formats) Multiple choiceSimple retrievalOrderingTrue/falseMatchingVisualisationFind and copy a phrase/wordInterrogate the text – discuss purpose,Layout etc…Annotate with text featuresVocabulary discussion – magpie/ glossary?Children then complete a range of questions based on the text | Vocabulary/Word meaningPrior knowledgeAssociated with the readingSummarise the story so farTeacher readsChildren to infer and predict.Think out loud and involve the children through questioning and thinking/feeling/Happening prompts.Read the text in small groups/ pairs using think out loud strategy as they do. (focus on fluency, expression and intonationModel the taught reading skill eg:Skimming/scanning, text-marking or short answer question type.Questions to read and answer (short answer formats) Multiple choiceSimple retrievalOrderingTrue/falseMatchingVisualisationFind and copy a phrase/wordInterrogate the text – discuss purpose,Layout etc…Annotate with text featuresVocabulary discussion – magpie/ glossary?Children then complete a range of questions based on the text |
| Spelling  | Y4* Unit 1 adding the prefix mis- and revising un-, in-, dis-
* Unit 2 words ending in zhuh, spelt –sure
* Special focus The short u sound spelt ou
* Revision

Y5 * Unit 1 words with silent letter b
* Special focus words that contain the letter string ough
* Unit 2 words ending in-ible
* Unit 3 Words ending able
* Revision
 | Y4* Unit 3 adding the prefix auto-
* Unit 4 adding the suffix –ly
* Unit 5 adding the prefix inter-
* Special focus Homophones
* Revision

Y5 * Special focus orange words
* Unit 4 words with a silent letter t
* Special focus orange words
* Unit 5 words ending –ibly, -ably
* Revision
 | Y4* Unit 6 words with the ay sound spelt eigh, ei, ey
* Unit 7 words ending with –ous
* Unit 8 Words with s sound spelt sc

Y5* Unit 6 words ending in –ent
* Special focus orange words
* Unit 7 words ending in –ence
* Special focus orange words
* Revision
 | Y4* Unit 9 words ending with zhun spelt sion
* Unit 10 Adding il and revising un-, in-, mis-, dis-
* Unit 11 The c sound spelt –que and the g sound spelt –gue
* Special focus Homophones
* Revision

Y5* Unit 8 the ee sound spelt ei
* Special focus homophones and other words that are often confused
* Uit 9 words ending in –ant, -ance and – ancy
* Special focus orange words
* Revision
 | Y4* Unit 12 adding ir- to words beginning with r
* Unit 13 adding the suffix –ion
* Unit 14 adding the suffix –ion
* Revision

Y5* Unit 10 words ending shus spelt –cious
* Special focus orange words
* Unit 11 words ending in shus spelt –tious
* Special focus orange words
* Unit 12 words endingin shul spelt cial or –tial
 | Y4Y4 * Revision
* assessment

Y 5* Revision
* Assessment
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