



# Y5 - Writing and Spelling Overview



| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>Instructions –</b><br/>How to return a 'lost thing' </p> <p>accompany, equipment, foreign, individual, language, mischievous, necessary, recommend, restaurant, sufficient, system, yacht</p> <p><b>apostrophes for possession –</b><br/>lost thing's casing etc.</p> <p><b>-cial/-tial –</b><br/>crucial, essential, special</p> <p><b>Poetry (3 weeks)</b> ① ⑦<br/>Haiku/Senryus<br/>Renga<br/>Free verse</p> | <p><b>Narrative – setting description –</b> <br/>Lost jungle city (waterfall) ② ⑤</p> <p>determined, ancient, opportunity, suggested, curiosity, familiar, immediately</p> <p><b>Non-chronological report –</b> <br/>Rainforest creature ⑥</p> <p>according, ancient, aggressive, communicate, curious, existence, occupy, privilege, recognise, shoulder, stomach temperature</p> <p><b>-cious</b><br/>vicious, malicious, suspicious</p> <p><b>-ous</b><br/>venomous, poisonous, enormous</p> | <p><b>Explanation –</b> <br/>How did Vikings raid Anglo-Saxon settlements? ③</p> <p>aggressive, attached, disastrous, foreign, occupy, opportunity, physical, sacrifice, soldiers</p> <p><b>Newspaper article –</b> <br/>The Highwayman Strikes Again ④</p> <p>according, bruise, conscience, conscious, desperate, especially, frequent, harass, identify, twelfth, professional</p> | <p><b>Narrative – character description –</b> <br/>Grendel ⑥</p> <p>aggressive, ancient, recognise, shoulder, environment, familiar, individual, muscle, occupy, physical, temperature</p> <p><b>participial adjectives</b><br/><b>suffix -ous</b><br/>e.g. venomous, enormous, hideous, poisonous</p> <p><b>Persuasive advert –</b> <br/>Join Beowulf to save the kingdom ⑦</p> <p>accompany, appreciate, available, bargain, persuade, privilege, queue, sacrifice, soldier, sufficient, thorough</p> <p><b>-ible/-able</b><br/>terrible, horrible, incredible, dependable</p> | <p><b>Narrative – characterising speech –</b> <br/>Beowulf vs. The Seahag</p> <p>exaggerate, pronunciation</p> <p><b>Recount – diary –</b> <br/>River through time</p> <p>disastrous, embarrassed, environment, frequently, government, hindrance, leisure, nuisance, physical</p> <p><b>First entry –</b> no humans, nature and beauty</p> <p><b>Second entry –</b> human contact, fishing, travelling</p> <p><b>Final entry –</b> destruction, pollution etc.</p> <p><b>contractions</b></p> | <p><b>Narrative – Quest –</b> <br/>Build on character description (Spring 2) and setting description (Autumn 2) to write a quest narrative including dialogue.</p> <p><b>Discussion –</b> <br/>Should Britain have kept with canals or switched to steam?</p> <p>achieve, apparent, appreciate, average, community, competition, environment, frequently, parliament, symbol</p> |

## Discrete spelling lessons



- i before e except after c
- homophones
- silent letters e.g. kn and gn
- 'fer' + suffix e.g. referral
- suffix -ness e.g. happiness
- 'gue' and 'que' e.g. tongue and cheque
- revisit prefixes



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## Objective from a lower year group

|    |                                                                                       |    |  |      |  |
|----|---------------------------------------------------------------------------------------|----|--|------|--|
| Y1 |  | Y2 |  | Y3/4 |  |
|----|---------------------------------------------------------------------------------------|----|--|------|--|