**Year 5 English Curriculum**

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| --- | --- | --- | --- | --- | --- | --- |
| Focus | Write to inform/explain | Write to entertain | Write to entertain | Write to discuss | Write to entertain | Write to persuade |
| Literature texts | * **Alex Rider: Storm Breaker** | **The Lion, the Witch and the Wardrobe** (CS Lewis)  or   * **The Thieves of Ostia**  (Caroline Lawrence) | Choose one from:   * **Mouse, Bird, Snake, Wolf** (David Almond)   OR   * **Wolf Brother** (Michelle Paver)   OR   * **Clockwork** (Phillip Pullman) | Choose one from:   * Film from The Literacy Shed   OR   * Continuation of the text from Spring 1   OR   * Topic based texts | Choose one from:   * **Tuck everlasting** (Natalie Babbitt)   OR   * **Clockwork** (Phillip Pullman)   OR   * **Shakespeare Text/Extracts** (not Oliver Twist) | Choose one from:   * Continuation of the text from Summer 1   OR   * Topic based texts |
| Writing Outcomes | * Instructions   and/or   * Newspaper Reports | * Detailed Setting description   and/or  Alternative version of known story | * Informal letter from one of the characters   Alternative version of known story | * Reviews * Compare and Contrast writing * Reports | * Poetry * Play script | * Persuasive Speech * Journalistic writing |
| Text Level features | * Group related paragraphs * Develop use of a topic sentence * Use of bullet points and diagrams * Secure independent use of planning tools * Vary connectives within paragraphs to build cohesion * Secure use of a range of layouts suitable to the text * Use a variety of ways to draw the reader in and make the purpose clear * Use rhetorical questions to draw the reader in | * Secure independent use of planning tools * Use change of place, time and action to link ideas across paragraphs * Introductions which include action, description, character and setting * Build up with develops suspense | * Organise each part of the story to indicate a change in place or a jump in time * Clear distinction between resolution and ending * Secure independent use of planning tools * Vary connectives within paragraphs to build cohesion * Introductions which include action, description, character and setting * Endings where character reflects on changes or looks forward to the future | * Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader * Secure independent use of planning tools * Vary connectives within paragraphs to build cohesion * Secure use of a range of layouts suitable to the text * Use a variety of ways to draw the reader in and make the purpose clear * Consistently maintain viewpoint | * Secure independent use of planning tools * Vary connectives within paragraphs to build cohesion * Use change of place, time and action to link ideas across paragraphs * Dilemmas where more than one problem to be solved | * Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader * Secure independent use of planning tools * Vary connectives within paragraphs to build cohesion * Use a variety of ways to draw the reader in and make the purpose clear * Express own opinions clearly * Use rhetorical questions to draw the reader in * Consistently maintain viewpoint * Clear summary at the end to appeal directly to the reader |
| Sentence construction, grammar & punctuation | * Standard English for verb inflections instead of local spoken forms * Use of long sentences to enhance description or information * Conditionals (should, would, could) * Commas to mark clauses and fronted adverbials * Relative clauses beginning with who, which, that, where, when, whose * Elaboration of starters using adverbial phrases * Use of rhetorical questions * Moving sentence chunks (how, when, where) for different effects * Use of modal verbs to indicate degrees of possibility * Developed use of technical language * Dashes | * Use of long sentences to enhance description or information * Short sentence to move events on quickly * Prepositions * Proper nouns * Secure use of simple/embellished simple sentences * Secure use of compound sentences * Expanded –ed clauses as starters e.g. encouraged by the bright weather, Jane… * Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw… * Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect * Use of commas to clarify meaning or avoid ambiguity | * Appropriate choice of a pronoun or a noun within a sentence to avoid ambiguity * Short sentence to move events on quickly * Use of a simile at the start of a sentence * Dialogue – verb + adverb * Commas to mark clauses and fronted adverbials * Full punctuation for direct speech * Relative clauses beginning with who, which, that, where, when, whose * Develop complex sentences using main and subordinate clauses and the full range of conjunctions * Expanded –ed clauses as starters * Drop in –ed clause e.g. Poor Tim, exhausted by so much effort, ran home * Dashes * Use of commas to clarify meaning or avoid ambiguity | * Appropriate choice of a pronoun or a noun within a sentence to avoid ambiguity * Prepositions * Comparatives and superlative adjectives * The grammatical difference between plural and possessive s * Commas to mark clauses and fronted adverbials * Develop complex sentences using main and subordinate clauses and the full range of conjunctions * Elaboration of starters using adverbial phrases * Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect * Converting nouns or adjectives into verbs using suffixes * Brackets, dashes and commas for parenthesis | * Standard English for verb inflections instead of local spoken forms * Use of a simile at the start of a sentence * Sentence of three for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat * Commas to mark clauses and fronted adverbials * Full punctuation for direct speech * Develop complex sentences using main and subordinate clauses and the full range of conjunctions * Elaboration of starters using adverbial phrases * Drop in –ed clause * Moving sentence chunks (how, when, where) for different effects * Use of modal verbs to indicate degrees of possibility * Stage directions in speech (speech + verb + action) * Brackets, dashes and commas for parenthesis | * Repetition to persuade * Proper nouns * Comparatives and superlatives * Apostrophes to mark singular and plural possession * Develop complex sentences using main and subordinate clauses and the full range of conjunctions * Use of rhetorical questions * Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect * Use of commas to clarify meaning or avoid ambiguity * Colons |
| Grammatical terminology | Standard English  Conditional  Commas  Fronted adverbial  Relative clause  Adverbial phrase  Rhetorical questions  Modal verbs  Simple sentence  Compound sentence  Complex sentence  Co-ordinating conjunction  Dash | Simple sentence  Compound sentence  Co-ordinating conjunction  Complex sentence  Clause  Adverbial phrase  Comma  Preposition  Proper noun | Pronoun  Noun  Simile  Dialogue  Inverted commas  Fronted adverbial  Comma  Relative clause  Complex sentence  Subordinating conjunction  Main clause  Subordinate clause  Embedded clause  Dash  Comma | Pronoun  Preposition  Comparative  Superlative  Plural  Possessive  Comma  Clause  Fronted adverbial  Noun  Adjective  Bracket  Dash  Comma  Parenthesis | Standard English  Simile  Sentence of three  Commas  Clause  Fronted adverbial  Direct speech  Inverted commas  Complex sentence  Subordinating conjunction  Main clause  Subordinate clause  Modal verbs  Bracket  Dash  Parenthesis | Proper noun  Comparative  Superlative  Apostrophe  Plural  Singular  Possession  Complex sentence  Main clause  Subordinate clause  Subordinating conjunction  Rhetorical question  Comma  Colon |
| Word Level / Spelling | * Words with the letter string ‘ough’ * Words with ‘silent’ letters Etymology * Words ending in ‘-able’ and ‘-ible’ * Homophones | * From previous years: plurals (adding ‘-s’, ‘-es’ and ‘-ies * apostrophe for contraction and possession * Use of the hyphen * Using a dictionary to support learning word roots, derivations and spelling pattern | * apostrophe for possession Rare GPCs * etymology * Words ending in ‘-ably’ and ‘-ibly’ * Homophones | * Building words from root words * Homophones * Words with the /i:/ sound spelt ‘ei’ ‘ei’ and ‘ie’ words | * etymology * Homophones | * Problem suffixes * Spelling aspects from Year 5 that are not secure |
| Spoken Language | * use relevant strategies to build their vocabulary * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | * use relevant strategies to build their vocabulary * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * participate in discussions, presentations, performances, role play/improvisations and debates | * articulate and justify answers, arguments and opinions * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * participate in discussions, presentations, performances, role play/improvisations and debates | * use relevant strategies to build their vocabulary * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | * articulate and justify answers, arguments and opinions * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * participate in discussions, presentations, performances, role play/improvisations and debates |
| Reading | * identifying and discussing themes and conventions in and across a wide range of writing * making comparisons within and across books * asking questions to improve their understanding * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * provide reasoned justifications for their views. | * summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas * identifying how language, structure and presentation contribute to meaning * distinguish between statements of fact and opinion * retrieve, record and present information from non-fiction * participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously * provide reasoned justifications for their views. | * identifying and discussing themes and conventions in and across a wide range of writing * learning a wider range of poetry by heart * preparing 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 * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | * identifying and discussing themes and conventions in and across a wide range of writing * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * identifying how language, structure and presentation contribute to meaning * distinguish between statements of fact and opinion * retrieve, record and present information from non-fiction * participate in discussions about books * explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary | * making comparisons within and across books * asking questions to improve their understanding * drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * participate in discussions about books | * identifying how language, structure and presentation contribute to meaning * distinguish between statements of fact and opinion * retrieve, record and present information from non-fiction * explain and discuss their understanding of what they 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. |