

# English Curriculum - Year 5

AUTUMN TERM				
Curriculum focus/links	<p><b>History</b> - Can war ever be justified?</p> <p><b>Geography</b> - <b>Mountains, Volcanoes and Earthquakes Year 4/5</b> <b>British Landscapes Year 5/6</b></p> <p><b>Science</b> - Animals including Humans and Living Things and their Habitat</p> <p><b>RE</b> - Judaism, Humanism and Christianity</p>			
Genre and Text/Focus	The Beast of Black Hollow	The Tree Giant by Pie Corbett	Little People and Big People (Bold women in Black History)	<i>The Sea (is a hungry dog)</i> by James Reeves
Writing Outcome	Narrative – conquering the monster (suspense focus)	Non-chronological report	Biography (based on influential person/diverse character)	<p><b>Poetry</b></p> <p><b>Free Verse - Personification</b></p> <ul style="list-style-type: none"> <li>In poetry, personification is used to allow non-human things to take on human traits and emotions.</li> <li>Poets can use personification to make inanimate objects, such as a mirror, express feelings and perform actions.</li> <li>In Year 5 children should have the opportunity to read a range of poems where personification is used and comment on why the author has chosen to do this.</li> </ul> <p><u>Suggested Writing Outcomes</u></p>

				<ul style="list-style-type: none"> <li>Free verse personification poems – link to units from other subjects or any topic which the children are interested in.</li> </ul>
<b>Vocabulary, Grammar and Punctuation</b>	<p><b>(Revision of key Y4 skills)</b></p> <ul style="list-style-type: none"> <li>Using and punctuating direct speech (including other speech punctuation)</li> <li>Choose from a range of conjunctions to create sentences with more than one clause (when, because, if, although)</li> <li>Organise paragraphs around a theme in narratives to create cohesion across text</li> <li>Use fronted adverbials with commas for emphasis or to express time, place or manner</li> <li>Revision of tenses from Y3/4</li> <li>Figurative language (similes/metaphors/alliteration)</li> </ul>	<ul style="list-style-type: none"> <li>Choose nouns or pronouns for clarity or to avoid repetition</li> <li>Choose from a range of conjunctions to create sentences with more than one clause (when, because, if, although)</li> <li>Organise paragraphs around a theme</li> <li>Use fronted adverbials with commas for emphasis or to express time, place or manner</li> <li>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>Brackets to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Choose nouns or pronouns for clarity or to avoid repetition</li> <li>Choose from a range of conjunctions to create sentences with more than one clause (when, because, if, although)</li> <li>Organise paragraphs around a theme</li> <li>Use fronted adverbials with commas for emphasis or to express time</li> <li>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>Continue to use brackets to indicate parenthesis</li> <li>Consistent use of varied tenses</li> <li>3rd person</li> </ul>	<p><u>Reading Objectives</u></p> <ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of poetry</li> <li>Read poems that are structured in different ways</li> <li>Make comparisons within and across books</li> <li>Learn a wider range of poetry by heart</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose of the writing, selecting the appropriate form and using other similar poems as models for their own</li> <li>Select appropriate vocabulary, understanding how such</li> </ul>

- choices can change and enhance meaning
- Assess the effectiveness of their own and others' writing
  - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Revision of Year 4 Objectives	
Week 1	Pronouns
Week 2	Expanding Noun Phrases
Week 3	What is an Adverbial?
Week 4	Recognising Fronted Adverbials
Week 5	Time-specific adverbials
Week 6	Place-specific adverbials
Week 7	Descriptive Fronted Adverbials
Week 8	Using Fronted Adverbials

Week 1	Recognising Adverbs
Week 2	Using Adverbs
Week 3	Recognising adverbs to indicate degrees of possibility
Week 4	Using adverbs to indicate degrees of possibility
Week 5	Apostrophes - contractions
Week 6	Apostrophes - Plural and Possessive

<p><b>Transcription-handwriting</b></p>	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Nelson Handwriting Developing Skills Book 2 - blue</b></p> <table border="1" data-bbox="315 456 1196 943"> <tr> <td>Week 1</td> <td>Flashback</td> </tr> <tr> <td>Week 2</td> <td>Practising consistency in size and proportion of letters: rr, ll, tt, dd</td> </tr> <tr> <td>Week 3</td> <td>Practising using a diagonal joining line: ship, ment, ness, less</td> </tr> <tr> <td>Week 4</td> <td>Practising leaving an equal space between letters: ary, ery, cry, dry</td> </tr> <tr> <td>Week 5</td> <td>Practising joining to the letter y - ly, ily, ity, ify</td> </tr> <tr> <td>Week 6</td> <td>Practising using a horizontal joining line - row, now, how, bow</td> </tr> </table>	Week 1	Flashback	Week 2	Practising consistency in size and proportion of letters: rr, ll, tt, dd	Week 3	Practising using a diagonal joining line: ship, ment, ness, less	Week 4	Practising leaving an equal space between letters: ary, ery, cry, dry	Week 5	Practising joining to the letter y - ly, ily, ity, ify	Week 6	Practising using a horizontal joining line - row, now, how, bow	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Nelson Handwriting Developing Skills Book 2 - blue</b></p> <table border="1" data-bbox="1234 456 2136 847"> <tr> <td>Week 1</td> <td>Practising the size and height of letters - ried, ries, rief</td> </tr> <tr> <td>Week 2</td> <td>Practising joining from the letter i - lig, rig, nig, mig</td> </tr> <tr> <td>Week 3</td> <td>Practising joining to and from the letter v - live, tive, sive, five</td> </tr> <tr> <td>Week 4</td> <td>Practising consistency in joining and forming letters - ear, are, rew, new</td> </tr> <tr> <td>Week 5</td> <td>Practising speed writing</td> </tr> <tr> <td>Week 6</td> <td>Practising crossing double t on completing the word</td> </tr> </table>	Week 1	Practising the size and height of letters - ried, ries, rief	Week 2	Practising joining from the letter i - lig, rig, nig, mig	Week 3	Practising joining to and from the letter v - live, tive, sive, five	Week 4	Practising consistency in joining and forming letters - ear, are, rew, new	Week 5	Practising speed writing	Week 6	Practising crossing double t on completing the word
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<p><b>Transcription - spelling</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>																								

- use a thesaurus

	Focus	Common Exception Words
Week 1	Revisit prefixes and suffixes using morpheme grids	
Week 2	Prefix inter-	interfere, interrupt
Week 3	Revisit prefixes and suffixes (family)	familiar
Week 4	Prefixes and suffixes (divide)	individual
Week 5	Revisit letter string -ough with prefixes and suffixes	thorough, vehicle, category
Week 6	s/sc words with prefixes and suffixes	cemetery, curiosity, especially, sincere(ly), occur, criticise, muscle, sacrifice

- use a thesaurus

	Focus	Common Exception Words
Week 1	Prefix sym-, sys-	symbol, system
Week 2	Prefixes and suffixes (cret)	committee
Week 3	Prefixes and suffixes (ous)	marvellous, mischievous, disastrous
Week 4	Prefixes and suffixes (temper)	temperature
Week 5	Prefixes and suffixes (cess)	necessary
Week 6	Prefixes and suffixes (sper) <b>Assessment of CEWs</b>	desperate

**Reading- key objectives**

Reading objectives will be covered through a range of reading activities including whole class reading, reading for pleasure and whole class reading.  
Pupils should be taught to:  
Word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Comprehension

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 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
- 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

<p><b>Focus (highlight chosen focus)</b></p>	<ul style="list-style-type: none"> <li>● Structure of text</li> <li>● Role of character/issues/information</li> <li>● Role of setting/mood/tone</li> <li>● Use of language, including figurative language</li> <li>● Writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Structure of text</li> <li>● Role of character/issues/information</li> <li>● Role of setting/mood/tone</li> <li>● Use of language, including figurative language</li> <li>● Writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Structure of text</li> <li>● Role of character/issues/information</li> <li>● Role of setting/mood/tone</li> <li>● Use of language, including figurative language</li> <li>● Writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Structure of text</li> <li>● Role of character/issues/information</li> <li>● Role of setting/mood/tone</li> <li>● Use of language, including figurative language</li> <li>● Writer's perspective</li> </ul>
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**SPRING TERM**

<p><b>Curriculum focus/links</b></p>	<p><b>History</b> - Ancient Greeks - Does Alexander deserve the title 'great'?</p> <p><b>Geography</b> - Europe - Greece</p> <p><b>Science</b> - States of Matter and Properties of Everyday Materials</p> <p><b>RE</b> - Christianity</p>			
<p><b>Genre and Text/Focus</b></p>	<p align="center">Clockwork by Philip Pullman</p>	<p align="center">Wonder By R.J. Palacio</p> <p align="center">Do Something for Someone Else By Loll Kirby</p>	<p align="center">The Legend of Podkin One-Ear - Kieran Larkin</p>	<p align="center">The Highwayman – Alfred Noyes</p>
<p><b>Writing Outcome</b></p>	<p align="center">Narrative – tale of fear (characterisation and dialogue)</p>	<p align="center">Persuasion (purpose, audience &amp; form) adapted each year)</p>	<p align="center">Narrative – journey (setting)</p>	<p align="center">Poetry Narrative</p> <ul style="list-style-type: none"> <li>• A narrative poem in literature is a poem which tells a story. It has a full storyline with all the elements of a traditional story. These elements include characters, plot, conflict and resolution, setting and action.</li> <li>• Narrative poems include old epics, lays and ballads.</li> </ul> <p align="center"><u>Suggested Writing Suggestions</u></p> <ul style="list-style-type: none"> <li>• Change the ending of a narrative poem</li> </ul>

				<ul style="list-style-type: none"> <li>• Write the poem as a story</li> <li>• Tell from another point of view</li> </ul>
<p><b>Vocabulary, Grammar and Punctuation</b></p>	<ul style="list-style-type: none"> <li>• Building upon the use of relative clauses at the end (where, when, whose)</li> <li>• Brackets to indicate parenthesis</li> <li>• Modal verbs [for example, might, should, will, might]</li> <li>• Devices to build cohesion within a paragraph</li> <li>• Dialogue to show character with a focus on speech verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Using a colon to introduce a list</li> <li>• Building upon the use of relative clauses at the end (where, when, whose)</li> <li>• Brackets to indicate parenthesis</li> <li>• Modal verbs [for example, might, should, will, might]</li> <li>• Indicating degrees of possibility using adverbs for cohesion [for example, perhaps, surely, therefore]</li> <li>• Rhetorical questions</li> <li>• Exaggeration</li> <li>• Extreme adjectives and superlatives</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue to show character with a focus on speech verbs</li> <li>• Continue the use of relative clauses and introduce as embedded clauses</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• Linking ideas across paragraphs using adverbials of time [for example, later], place (nearby)</li> </ul>	<p><u>Reading Objectives</u></p> <ul style="list-style-type: none"> <li>• Continue to read and discuss an increasingly wide range of poetry</li> <li>• Read poems that are structured in different ways</li> <li>• Make comparisons within and across poems</li> <li>• Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Draw Inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> <li>• In narrative poems, describe settings, characters and atmosphere</li> <li>• Identify the audience and purpose of the writing, selecting the appropriate form and using</li> </ul>

				<p>other similar poems as models for their own</p> <ul style="list-style-type: none"> <li>• Select appropriate vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Assess the effectiveness of their own and others' writing</li> <li>• Perform their own compositions, using appropriate intonation,</li> </ul>
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<p><b>Transcription – handwriting</b></p>	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Nelson Handwriting Developing Skills Book 2 - blue</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Week 1</td> <td>Practising joining to and from the letter e - rec, red, ved, ves</td> </tr> </table>	Week 1	Practising joining to and from the letter e - rec, red, ved, ves	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Nelson Handwriting Developing Skills Book 2 - blue</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">Week 1</td> <td>Practising speed writing</td> </tr> </table>	Week 1	Practising speed writing
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Week 2	Practising joining to and from the letter w - owf, owb, owm, owd
Week 3	Practising joining to the letter a from the letter w - wan, was, wav, wax
Week 4	Practising speed writing
Week 5	Practising printing
Week 6	Practising editing and drafting

Week 2	Practising joining to the letter t - its, lts, tts, uts
Week 3	Practising printing
Week 4	Practising speed writing
Week 5	Check up week - assess process not product

**Transcription  
– spelling**

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

	Focus	Common Exception Words
Week 1	Prefixes and suffixes (fin)	definite
Week 2	Prefixes and suffixes (pro)	programme, pronunciation, profession

Pupils should be taught to:

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	Focus	Common Exception Words
Week 1	hyphens (co-/re-)	
Week 2	letter string que	frequently, queue

	Week 3	Prefixes and suffixes (cogn)	recognise	Week 3	Prefixes and suffixes (velop)	develop
	Week 4	Prefixes and suffixes (port)		Week 4	Prefixes and suffixes (ident)	identity
	Week 5	Prefixes and suffixes (port)	opportunity	Week 5	Prefixes (con-/cor-)	conscience, convenience, correspond, controversy
	Week 6	Prefixes and suffixes (spect)		Week 6	Prefixes and suffixes (com) <b>Assessment of CEWs</b>	accompany, competition,

**Reading- key objectives**

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Word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Comprehension

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- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart

	<ul style="list-style-type: none"> <li>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</li> </ul> <p>understand what they read by:</p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion retrieve, record and present information from non-fiction</li> <li>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</li> <li>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</li> <li>provide reasoned justifications for their views</li> </ul>			
<p><b>Focus (highlight chosen focus)</b></p>	<ul style="list-style-type: none"> <li>Structure of text</li> <li>Role of character/issues/information</li> <li>Role of setting/mood/tone</li> <li>Use of language, including figurative language</li> <li>Writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>Structure of text</li> <li>Role of character/issues/information</li> <li>Role of setting/mood/tone</li> <li>Use of language, including figurative language</li> <li>Writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>Structure of text</li> <li>Role of character/issues/information</li> <li>Role of setting/mood/tone</li> <li>Use of language, including figurative language</li> <li>Writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>Structure of text</li> <li>Role of character/issues/information</li> <li>Role of setting/mood/tone</li> <li>Use of language, including figurative language</li> <li>Writer's perspective</li> </ul>

**SUMMER TERM**

<b>Curriculum focus/links</b>	<b>History - Contrasting British History - The Mayans</b> <b>Geography - Rivers</b> <b>Sustainable</b> <b>Science - Sound and light</b> <b>Evolution and inheritance</b> <b>RE - Comparing Christianity, Hinduism and Humanist Beliefs and thinking</b> <b>Christianity</b>			
<b>Genre and Text/Focus</b>	<b>Should Creepers be allowed to live on Earth?</b>	<b>The Lost Happy Endings By Carol Ann Duffy</b>	<b>How did dinosaurs become extinct?</b>	<b>The Selfish Giant By Oscar Wilde</b>
<b>Writing Outcome</b>	Discussion	Narrative – finding tale (plot)	Explanation	Narrative – character flaw (characterisation and dialogue)
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Brackets and commas to indicate parenthesis</li> <li>• Modal verbs [for example, might, should, will, might]</li> <li>• Devices to build cohesion within a paragraph</li> <li>• Rhetorical questions</li> <li>• Use a range of devices to build cohesion within and across paragraphs</li> <li>• Distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Support views with reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Building upon the use of relative clauses at the end (where, when, whose)</li> <li>• Dashes to indicate parenthesis</li> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Consistent use of tense and vocab to aid cohesion</li> <li>• Use dialogue to advance the action</li> <li>• Organise paragraphs around a theme to aid story cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Using a colon to introduce a list</li> <li>• Building upon the use of relative clauses at the end (where, when, whose)</li> <li>• Brackets and commas to indicate parenthesis</li> <li>• Rhetorical questions</li> <li>• Choose when to use brackets, dashes or commas to indicate parenthesis</li> <li>• Explain the use of commas to clarify meaning or avoid</li> </ul>	<ul style="list-style-type: none"> <li>• Dashes to indicate parenthesis</li> <li>• Modal verbs [for example, might, should, will, might]</li> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Revision of varied past tenses</li> <li>• Dialogue to show character</li> <li>• Show how the other character reacts to the dialogue</li> </ul>

	<p>or evidence</p> <ul style="list-style-type: none"> <li>• Give examples which move from the general to the specific: Most shoppers would agree that ... One lady who has shopped in the town for many years told us...</li> <li>• Use a greater range of conjunctions e.g furthermore, on the other hand, similarly</li> </ul>		<p>ambiguity</p> <ul style="list-style-type: none"> <li>• Distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Use a greater range of conjunctions to demonstrate cause and effect</li> </ul>	
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<p><b>Transcription – handwriting</b></p>	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Nelson Handwriting Developing Skills Book 3 - green</b></p> <table border="1"> <tr> <td>Week 1</td> <td>Flashback</td> </tr> </table>	Week 1	Flashback	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> <p><b>Nelson Handwriting Developing Skills Book 3 - green</b></p> <table border="1"> <tr> <td>Week 1</td> <td>Practising spacing within words</td> </tr> </table>	Week 1	Practising spacing within words
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	Week 2	Ensuring letters are consistent in height and size	Week 2	Developing fluency
	Week 3	Practising with punctuation	Week 3	Practising writing a playscript
	Week 4	Practising break letters	Week 4	Practising printing
	Week 5	Practising joining from the letter m	Week 5	Practising forming and joining the letter f
	Week 6	Ensuring the ascender on the letter t is the correct height	Week 6	Check up week - assess process not product
<b>Transcription – spelling</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul>		Pupils should be taught to: <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul>	
		<b>Focus</b>	<b>Common Exception Words</b>	
	Week 1	Prefixes and suffixes (commun)	communicate, community	
	Week 2	Prefixes and suffixes (gest)	suggest	
Week 3	Prefixes (contra-/contro)			
		<b>Focus</b>	<b>Common Exception Words</b>	
Week 1	Prefix ex-	existence, exaggerate		
Week 2	<b>Assessment</b>			
Week 3	Words ending in -rass	embarrass, harass		

	Week 4	Prefixes and suffixes (cord)	according		Week 4	Additional morphemes (equip/age/bargain)	bargain, average, equipment, language, equipped
	Week 5	Prefixes and suffixes (store/staur)	restaurant		Week 5	Additional morphemes (neighbour/physic/shoulder)	physical, neighbour, shoulder
	Week 6	Prefix ex-	excellent, explanation		Week 6		

<b>Reading- key objectives</b>	<p>Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</li> </ul> <p><u>Comprehension</u></p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their 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</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> <li>• 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</li> </ul> <p>understand what they read by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> </ul>
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	<ul style="list-style-type: none"> <li>● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>● predicting what might happen from details stated and implied</li> <li>● summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>● identifying how language, structure and presentation contribute to meaning</li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>● distinguish between statements of fact and opinion retrieve, record and present information from non-fiction</li> <li>● 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</li> <li>● 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</li> <li>● provide reasoned justifications for their views</li> </ul>			
<b>Focus (highlight chosen focus)</b>	<ul style="list-style-type: none"> <li>● Structure of text</li> <li>● Role of character/issues/information</li> <li>● Role of setting/mood/tone</li> <li>● Use of language, including figurative language</li> <li>● Writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Structure of text</li> <li>● Role of character/issues/information</li> <li>● Role of setting/mood/tone</li> <li>● Use of language, including figurative language</li> <li>● Writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Structure of text</li> <li>● Role of character/issues/information</li> <li>● Role of setting/mood/tone</li> <li>● Use of language, including figurative language</li> <li>● Writer's perspective</li> </ul>	<ul style="list-style-type: none"> <li>● Structure of text</li> <li>● Role of character/issues/information</li> <li>● Role of setting/mood/tone</li> <li>● Use of language, including figurative language</li> <li>● Writer's perspective</li> </ul>