

English Curriculum - Year 5

AUTUMN TERM			
Curriculum focus/links	<p>History - Can war ever be justified?</p> <p>Geography - Mountains, Volcanoes and Earthquakes (Year 4/5) British Landscapes (Year 5/6)</p> <p>Science - Animals including Humans and Living Things and their Habitat</p> <p>RE - Judaism, Humanism and Christianity</p>		
Genre and Text/Focus	The Beast of Black Hollow	The Tree Giant by Pie Corbett	Oludah Equinano (Literacy Shed+)
Writing Outcome	Narrative – conquering the monster (suspense focus)	Non-chronological report	Biography (based on influential person/diverse character)
Vocabulary, Grammar and Punctuation	<p>(Revision of key Y4 skills)</p> <ul style="list-style-type: none"> Using and punctuating direct speech (including other speech punctuation) Choose from a range of conjunctions to create sentences with more than one clause (when, because, if, although) Organise paragraphs around a theme in narratives to create cohesion across text Use fronted adverbials with commas for emphasis or to express time, place or manner Revision of tenses from Y3/4 Figurative language (similes/metaphors/alliteration) 	<ul style="list-style-type: none"> Choose nouns or pronouns for clarity or to avoid repetition Choose from a range of conjunctions to create sentences with more than one clause (when, because, if, although) Organise paragraphs around a theme Use fronted adverbials with commas for emphasis or to express time, place or manner Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Brackets to indicate parenthesis 	<ul style="list-style-type: none"> Choose nouns or pronouns for clarity or to avoid repetition Choose from a range of conjunctions to create sentences with more than one clause (when, because, if, although) Organise paragraphs around a theme Use fronted adverbials with commas for emphasis or to express time Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Continue to use brackets to indicate parenthesis Consistent use of varied tenses 3rd person

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	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

Week 5	Practising speed writing
Week 6	Practising crossing double t on completing the word

Transcripti on – 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

1	Focus	Common Exception Words
Week 1	Revisit prefixes and suffixes using morpheme grids	
Week 2	Prefix inter-	interfere, interrupt
Week 3	Revisit prefixes	familiar

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2	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

	and suffixes (family)	
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

Week 4	Prefixes and suffixes (temper)	temperature
Week 5	Prefixes and suffixes (cess)	necessary
Week 6	Prefixes and suffixes (sper) Assessment of CEWs	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:

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

SPRING TERM			
Curriculum focus/links	<p>History - Ancient Greeks - Does Alexander deserve the title 'great'?</p> <p>Geography - Europe – Greece (Year 4/5)</p> <p>Geography - Distribution of Natural Resources (Year 5/6)</p> <p>Science - States of Matter and Properties of Everyday Materials</p> <p>Science - Electricity and Sound</p> <p>RE - Christianity</p>		
Genre and Text/Focus	Clockwork by Philip Pullman	The Iron Man by Ted Hughes	The Legend of Podkin One-Ear by Kieran Larkin

Writing Outcome	Narrative – tale of fear (characterisation and dialogue)	Persuasion (purpose, audience & form) adapted each year)h	Narrative – journey (setting)																							
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Building upon the use of relative clauses at the end (where, when, whose) Brackets to indicate parenthesis Modal verbs [for example, might, should, will, might] Devices to build cohesion within a paragraph Dialogue to show character with a focus on speech verbs 	<ul style="list-style-type: none"> Using a colon to introduce a list Building upon the use of relative clauses at the end (where, when, whose) Brackets to indicate parenthesis Modal verbs [for example, might, should, will, might] Indicating degrees of possibility using adverbs for cohesion [for example, perhaps, surely, therefore] Rhetorical questions Exaggeration Extreme adjectives and superlatives 	<ul style="list-style-type: none"> Dialogue to show character with a focus on speech verbs Continue the use of relative clauses and introduce as embedded clauses Use of commas to clarify meaning or avoid ambiguity Linking ideas across paragraphs using adverbials of time [for example, later], place (nearby) 																							
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Nelson Handwriting Developing Skills Book 2 - blue

Week 1	Practising joining to and from the letter e - rec, red, ved, ves
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

Nelson Handwriting Developing Skills Book 2 - blue

Week 1	Practising speed writing
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:

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	Focus	Common Exception Words
Week 1	Prefixes and suffixes (fin)	definite
Week 2	Prefixes and suffixes (pro)	programme, pronunciation, profession
Week 3	Prefixes and suffixes (cogn)	recognise
Week 4	Prefixes and suffixes (port)	
Week 5	Prefixes and suffixes (port)	opportunity
Week 6	Prefixes and suffixes (spect)	

	Focus	Common Exception Words
Week 1	hyphens (co-/re-)	
Week 2	letter string que	frequently, queue
Week 3	Prefixes and suffixes (velop)	develop
Week 4	Prefixes and suffixes (ident)	identity
Week 5	Prefixes (con-/cor-)	conscience, convenience, correspond, controversy
Week 6	Prefixes and suffixes (com) Assessment of CEWs	accompany, competition,

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

	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • 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 <p>understand what they read by:</p> <ul style="list-style-type: none"> • 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>Focus (highlight chosen focus)</p>	<ul style="list-style-type: none"> • Structure of text • Role of character/issues/information • Role of setting/mood/tone • Use of language, including figurative language • Writer's perspective 	<ul style="list-style-type: none"> • Structure of text • Role of character/issues/information • Role of setting/mood/tone • Use of language, including figurative language • Writer's perspective 	<ul style="list-style-type: none"> • Structure of text • Role of character/issues/information • Role of setting/mood/tone • Use of language, including figurative language • Writer's perspective

SUMMER TERM

<p>Curriculum focus/links</p>	<p>History - Contrasting British History - The Mayans Geography – Rivers (Year 4/5) Sustainable (Year 5/6) Science - Sound and light Evolution and inheritance RE - Comparing Christianity, Hinduism and Humanist Beliefs and thinking Christianity</p>		
<p>Genre and Text/Focus</p>	<p>Should Creepers be allowed to live on Earth?</p>	<p>How did dinosaurs become extinct?</p>	<p>The Highwayman – Alfred Noyes</p>
<p>Writing Outcome</p>	<p>Discussion</p>	<p>Explanation</p>	<p>Poetry Narrative</p> <ul style="list-style-type: none"> ● 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. ● Narrative poems include old epics, lays and ballads. <p style="text-align: center;"><u>Suggested Writing Suggestions</u></p> <ul style="list-style-type: none"> ● Change the ending of a narrative poem ● Write the poem as a story ● Tell from another point of view
<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> ● Brackets and commas to indicate parenthesis ● Modal verbs [for example, might, should, will, might ● Devices to build cohesion within a paragraph ● Rhetorical questions 	<ul style="list-style-type: none"> ● Devices to build cohesion within a paragraph [for example, then, after that, this, firstly ● Using a colon to introduce a list ● Building upon the use of relative clauses at the end (where, when, whose) ● Brackets and commas to indicate parenthesis ● Rhetorical questions 	<p><u>Reading Objectives</u></p> <ul style="list-style-type: none"> ● Continue to read and discuss an increasingly wide range of poetry ● Read poems that are structured in different ways

- Use a range of devices to build cohesion within and across paragraphs
- Distinguishing between the language of speech and writing and choosing the appropriate register
- Support views with reasons or evidence
- 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...
- Use a greater range of conjunctions e.g furthermore, on the other hand, similarly

- Choose when to use brackets, dashes or commas to indicate parenthesis
- Explain the use of commas to clarify meaning or avoid ambiguity
- Distinguishing between the language of speech and writing and choosing the appropriate register
- Use a greater range of conjunctions to demonstrate cause and effect

- Make comparisons within and across poems
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Identify how language, structure and presentation contribute to meaning

Writing Objectives

- In narrative poems, describe settings, characters and atmosphere
- Identify the audience and purpose of the writing, selecting the appropriate form and using other similar poems as models for their own
- Select appropriate vocabulary, understanding how such choices can change and enhance meaning
- Assess the effectiveness of their own and others' writing
- Perform their own compositions, using appropriate intonation,

Week 1	Past or Present?
Week 2	Present Perfect Form
Week 3	Recognising Past Perfect Form
Week 4	Using the Past Perfect Form
Week 5	Recognising the Future Perfect Form

Week 1	Using the Future Perfect Form
Week 2	Recognising the Perfect Form in Sentences
Week 3	Using the Perfect Form in Sentences
Week 4	Using commas in lists, adverbials and clauses

		<table border="1"> <tr> <td data-bbox="1352 209 1532 300">Week 5</td> <td data-bbox="1532 209 2011 300">Recognising and using commas to avoid ambiguity</td> </tr> <tr> <td data-bbox="1352 300 1532 363">Week 6</td> <td data-bbox="1532 300 2011 363">Revision</td> </tr> </table>	Week 5	Recognising and using commas to avoid ambiguity	Week 6	Revision																				
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Transcription – spelling	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 (commun)	communicate, community
Week 2	Prefixes and suffixes (gest)	suggest
Week 3	Prefixes (contra-/contro)	
Week 4	Prefixes and suffixes (cord)	according
Week 5	Prefixes and suffixes (store/staur)	restaurant
Week 6	Prefix ex-	excellent, explanation

- 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	Prefix ex-	existence, exaggerate
Week 2	Assessment	
Week 3	Words ending in -rass	embarrass, harass
Week 4	Additional morphemes (equip/age/bargain)	bargain, average, equipment, language, equipped
Week 5	Additional morphemes (neighbour/physic/shoulder)	physical, neighbour, shoulder

Reading- key objectives

Reading objectives will be covered through a range of reading activities including ELS, 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

	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • 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 <p>understand what they read by:</p> <ul style="list-style-type: none"> • 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>Focus (highlight chosen focus)</p>	<ul style="list-style-type: none"> • Structure of text • Role of character/issues/information • Role of setting/mood/tone • Use of language, including figurative language • Writer's perspective 	<ul style="list-style-type: none"> • Structure of text • Role of character/issues/information • Role of setting/mood/tone • Use of language, including figurative language • Writer's perspective 	<ul style="list-style-type: none"> • Structure of text • Role of character/issues/information • Role of setting/mood/tone • Use of language, including figurative language • Writer's perspective