


# Year 5 English Curriculum

	<h2 style="margin: 0;">Autumn</h2>			
<b>Curriculum focus/links</b>	<b>Terminology:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity			
<b>Genre and Text/Focus</b>	Fiction - Conquering a monster story Theseus and the Minotaur	Non-fiction - Newspaper report Curious Creature Captured	Fiction - Conquering a monster story Theseus and the Minotaur	Non-fiction - Newspaper report Curious Creature Captured
<b>Writing Outcome</b>	Children will be able to write their own conquering a monster story.	Children will be able to write using the features of a newspaper report.	Children will be able to write their own conquering a monster story.	Children will be able to write using the features of a newspaper report.
<b>Vocabulary, Grammar and Punctuation</b>	(Revision of key Y4 skills) Using and punctuating direct speech (including other speech punctuation) Choose nouns or pronouns for clarity or to avoid repetition 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)	Using reported speech and direct speech Organise paragraphs around a theme Use fronted adverbials with commas for emphasis or to express time, place or manner revision of tenses from Y3/4 using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Headlines, captions plus newspaper feature	(Revision of key Y4 skills) Using and punctuating direct speech (including other speech punctuation) Choose nouns or pronouns for clarity or to avoid repetition 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)	Using reported speech and direct speech Organise paragraphs around a theme Use fronted adverbials with commas for emphasis or to express time, place or manner revision of tenses from Y3/4 using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Headlines, captions plus newspaper feature
<b>Transcription- handwriting</b>	Pen Pals letter formation plus:  Pupils should be taught to write legibly, fluently and with increasing speed by: <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> <ol style="list-style-type: none"> <li>1 Introducing sloped writing in letter families</li> <li>2 Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st</li> <li>3 Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ie, en</li> <li>4 Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho</li> <li>5 Practising sloped writing: horizontal join to ascender: w</li> <li>6 Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve</li> <li>7 Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo</li> <li>8 Practising sloped writing: joining from r: ra, re, ri, ro, ru</li> <li>9 Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp</li> <li>10 End-of-term check</li> </ol>			

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- 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.

## Transcription - spelling

Twinkl Autumn 1a Overview

1. Words with endings that sound like /shuhs/ spelt with -cious 2. Words with endings that sound like / shuhs/ spelt with -tious or -ious 3. Words with the short vowel sound /i/ spelt with y 4. Words with the long vowel sound /i/ spelt with y 5. Homophones & near homophones 6. Homophones & near homophones 7. Review

Twinkl 1b Overview

1. Words with 'silent' letters 2. Words with 'silent' letters 3. Modal verbs Words ending in 'ment' 4. Adverbs of possibility and frequency 5. Statutory Spelling 6. Challenge Words 7. Review Week

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 and fluency

- Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or textbooks
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception
- Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear

## Reading- key objectives


### Comprehension

- Read and enjoy a growing repertoire of texts, both fiction and non-fiction.
- Be familiar with modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books they have read to their peers, giving reasons.
- Discuss and comment on themes and conventions in a variety of genres.
- Read and recite age-appropriate poetry which has been learned by heart.
- Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; and introductory paragraphs.
- Discuss their understanding of the meaning of words in context, finding other words which are similar.
- Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.
- Readily ask questions to enhance understanding.
- Make comparisons within and across texts e.g. compare two ghost stories.

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	<ul style="list-style-type: none"> <li>• Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.</li> <li>• Distinguish fact from opinion with some success.</li> <li>• Retrieve, record and present information from non-fiction texts.</li> <li>• Summarise main ideas from more than one paragraph, identifying key details which support these.</li> <li>• Participate in discussions about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.</li> <li>• Explain what they know or have read, including through formal presentations and debates, using notes where necessary</li> </ul>			
Reading spine text	**See Reading Overview for choice of texts	**See Reading Overview for choice of texts	**See Reading Overview for choice of texts	**See Reading Overview for choice of texts
Focus (highlight chosen focus)	<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>

# Year 5 English Curriculum

	Spring			
Curriculum focus/links			Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	
Genre and Text/Focus	Fiction - A Finding Tale The Last Bear	Non-fiction - Discussion Text Ice Matters	Fiction - A Finding Tale The Last Bear	Non-fiction - Discussion Text Ice Matters
Writing Outcome	Children will be able to write their own narrative which is a finding tale.	Children will be able to write a non-fiction discussion text.	Children will be able to write their own narrative which is a finding tale.	Children will be able to write a non-fiction discussion text.
Vocabulary, Grammar and Punctuation	<p>continue the use of relative clauses and introduce as embedded clauses brackets &amp; commas to indicate parenthesis</p> <p>- linking ideas across paragraphs using adverbials of time [for example, later], place (nearby)</p> <p>Descriptive adjectives/adverbs</p> <p>Persuasive speech/letter writing</p> <p>Formal/informal register</p> <p>Commas for lists</p> <p>Similes/metaphors</p>	<p>using a colon to introduce a list</p> <p>subjunctive form</p> <p>building upon the use of relative clauses at the end (where, when, whose)</p> <p>brackets to indicate parenthesis</p> <p>modal verbs [for example, might, should, will, might]</p> <p>devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>rhetorical questions</p> <p>exaggeration</p> <p>extreme adjectives and superlatives</p>	<p>continue the use of relative clauses and introduce as embedded clauses brackets &amp; commas to indicate parenthesis</p> <p>- linking ideas across paragraphs using adverbials of time [for example, later], place (nearby)</p> <p>Descriptive adjectives/adverbs</p> <p>Persuasive speech/letter writing</p> <p>Formal/informal register</p> <p>Commas for lists</p> <p>Similes/metaphors</p>	<p>using a colon to introduce a list</p> <p>subjunctive form</p> <p>building upon the use of relative clauses at the end (where, when, whose)</p> <p>brackets to indicate parenthesis</p> <p>modal verbs [for example, might, should, will, might]</p> <p>devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>rhetorical questions</p> <p>exaggeration</p> <p>extreme adjectives and superlatives</p>
Transcription - handwriting	<p>Pen Pals letter formation plus:</p> <p>Pupils should be taught to 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>11 Practising sloped writing: proportion - joining from f to ascender: fl, ft</p> <p>12 Practising sloped writing: size - joining from f, no ascender: fa, fe, fi, fo, fu</p> <p>13 Different styles for different purposes: writing a paragraph</p> <p>14 Practising sloped writing: speed: ff</p> <p>15 Practising sloped writing: speed and legibility: rr,</p>			

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16 Practising sloped writing: size, proportion and spacing: ss

17 Practising sloped writing: building speed: qu

18 Different styles for different purposes: decorative alphabets

19 Different styles for different purposes

20 End-of-term check

## Transcription - spelling

- 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.
- use further prefixes and suffixes and understand the guidance for adding them

Twinkl Spring 2a Overview

1. Creating nouns using -ity suffix 2. Creating nouns using -ness suffix 3. Creating nouns using -ship suffix 4. Homophones & near homophones 5. Homophones & near homophones 6. Homophones & near homophones 7. Review

Twinkl Spring 2b Overview

1. Words with an /or/ sound spelt 'or' 2. Words with /or/ sound spelt 'au' 3. Convert nouns or adjectives into verbs using the suffix -ate 4. Convert nouns or adjectives into verbs using the suffix -ise 5. Convert nouns or adjectives into verbs using the suffix -ify 6. Convert nouns or adjectives into verbs using the suffix -en 7. Review Week

## 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 and fluency

- Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or textbooks
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception
- Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear

### Comprehension


- Read and enjoy a growing repertoire of texts, both fiction and non-fiction.

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- Be familiar with modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.
- Recommend books they have read to their peers, giving reasons.
- Discuss and comment on themes and conventions in a variety of genres.
- Read and recite age-appropriate poetry which has been learned by heart.
- Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; and introductory paragraphs.
- Discuss their understanding of the meaning of words in context, finding other words which are similar.
- Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.
- Readily ask questions to enhance understanding.
- Make comparisons within and across texts e.g. compare two ghost stories.
- Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.
- Distinguish fact from opinion with some success.
- Retrieve, record and present information from non-fiction texts.
- Summarise main ideas from more than one paragraph, identifying key details which support these.
- Participate in discussions about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain what they know or have read, including through formal presentations and debates, using notes where necessary

<p>Reading spine text</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>	<p>**See Reading Overview for choice of texts</p>
<p>Focus (highlight chosen focus)</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>

# Year 5 English Curriculum

	Summer			
Curriculum focus/links			Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	
Genre and Text/Focus	Fiction - A meeting Tale Dreamgiver	Non-fiction - Instructions Dreamgiver	Fiction - A meeting Tale Dreamgiver	Non-fiction - Instructions Dreamgiver
Writing Outcome	Children will be able to write a narrative that is a meeting tale.	Children will be able to write a set of instructions.	Children will be able to write a narrative that is a meeting tale.	Children will be able to write a set of instructions.
Vocabulary, Grammar and Punctuation	devices to build cohesion within a paragraph [for example, then, after that, this, firstly revision of past tenses dialogue to <b>advance action</b> and show character show how the other character reacts to the dialogue Expanded noun phrases Synonyms and antonyms	modal verbs [for example, might, should, will, might devices to build cohesion within a paragraph [for example, then, after that, this, firstly] using a colon to introduce a list	devices to build cohesion within a paragraph [for example, then, after that, this, firstly revision of past tenses dialogue to <b>advance action</b> and show character show how the other character reacts to the dialogue Expanded noun phrases Synonyms and antonyms	modal verbs [for example, might, should, will, might devices to build cohesion within a paragraph [for example, then, after that, this, firstly] using a colon to introduce a list
Transcription - handwriting	Pen Pals letter formation plus:  Pupils should be taught to write legibly, fluently and with increasing speed by: <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> 21 Sloped writing: proportion, joining p and b to ascenders: ph, pl, bl 22 Handwriting for different purposes: joining from p and b, bu, bi, pe, pu, pi, pr 23 Practising sloped writing: parallel downstrokes: pp, bb 24 Practising sloped writing: all double letters 25 Practising sloped writing for speed: tial, cial 26 Practising sloped writing for fluency 27 Personal style 28 Handwriting for different purposes: print alphabet 29 Assessment 30 Capitals			
Transcription - spelling	<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> </ul>			

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- continue to distinguish between homophones and other words which are often confused
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- 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.

Twinkl Summer 3a Overview

1. Words containing the letter string 'ough' 2. Words containing the letter string 'ough' 3. Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' 4. Statutory Spelling 5. Challenge Words 6. Review

Twinkl Summer 3b Overview

1. Unstressed vowels in polysyllabic words 2. Adding verb prefixes de- and re- 3. Adding verb prefix over- 4. Convert nouns or verbs into adjectives using suffix -ful 5. Convert nouns or verbs into adjectives using suffix -ive 6. Convert nouns or verbs into adjectives using suffix -al 7. Review Week

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## Comprehension

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Reading- key objectives

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Reading spine text	**See Reading Overview for choice of texts	**See Reading Overview for choice of texts	**See Reading Overview for choice of texts	**See Reading Overview for choice of texts
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