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	• Topic based texts on the Egyptians	Choose one from: • **Street child** (Berlie Doherty) OR • **The Lion, the Witch and the Wardrobe** (CS Lewis) • **The Thieves of Ostia** (Caroline Lawrence)	Choose one from: • **Mouse, Bird, Snake, Wolf** (David Almond) OR • **Wolf Brother** (Michelle Paver) OR **The Lion the witch and the Wardrobe** (CS Lewis)	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 • Reports	• Historical story • Narrative poem •	• Informal letter from one of the characters Story with a detailed setting and strong character	• Reviews • Compare and Contrast writing	• Alternate version of part of the story • 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.