

English Curriculum Overview

William Read Primary Academy

Year 5

Text Type Overview

Autumn – Egypt/Vikings	Spring – Brilliant Britain/Interesting inventions and inventors	Summer – Amazing Africa/Eco Warriors
<p><u>Autumn 1 - Egyptians</u></p> <ul style="list-style-type: none"> • Presentation/Basic skills • Non-chron report on Ancient Egypt • Story of Isis and Osiris involving drama • Creative writing linked to the Egyptian Pyramids <p><u>Autumn 2 - Vikings</u></p> <ul style="list-style-type: none"> • Newspaper report (Viking longship) • Instructions Harry Potter-how to capture a troll • Your Shout-public speaking contest 	<p><u>Spring 1 – Brilliant Britain</u></p> <ul style="list-style-type: none"> • Recount from school trip • Fact-file famous astronauts • Creative writing linked to space (Pandora) <p><u>Spring 2 – Innovative Inventions</u></p> <ul style="list-style-type: none"> • Diaries linked to topic ‘Day in the Life of an Inventor’ (Girl and Robot) • Character Descriptions • Explanation Text (Wallace and Gromit – Cracking Contraptions) 	<p><u>Summer 1 - Amazing Africa</u></p> <ul style="list-style-type: none"> • Narrative ‘A Day in the Life’ from Zahra’s point of view • Persuasive advertisements (Water Aid etc) • Letter writing (Penpal) • Poetry <p><u>Summer 2 - Eco Warriors</u></p> <ul style="list-style-type: none"> • Balanced arguments on deforestation/plastic pollution • Non-chron report linked to global warming • Literary heritage

Vocabulary – Year 5

New Vocabulary for This Year:			
Text Type/Reading:		GPS:	
Narrative poem Presentation/debate Public speaking (Shakespeare) Literary heritage Modern fiction Science fiction Narrative 'voice' Plot cohesion	Modern fiction Science fiction Narrative 'voice' Plot cohesion Themes	Topic sentence Synonym/antonym Modal verb Relative pronoun Relative clause Embedded clause Parenthesis Bracket Dash Cohesion (in writing) Linking phrase	Ambiguity Auxiliary verb Article Simple/compound/complex sentence Unstressed vowel Complex sentence Main/subordinate clause
Familiar Vocabulary to Revise this Year:			
Text Type/Reading:		GPS	
Persuasive argument Narrator Device Narrative hook Viewpoint Rhetoric Exaggeration Summary	Prediction Inference Opinion	Determiner Dialogue Direct/reported speech Sub-ordinating/co-ordinating conjunction Reported speech Subordinating conjunction Co-ordinating conjunction Present/past perfect verb tense Speech punctuation Alliteration Onomatopoeia Figurative language Personification	Adverbial Determiner Article Pace Rhetorical question Phrase/clause Adverbial Fronted adverbial Determiner (pronoun) Possessive pronoun Silent letters Simple/compound sentence Prepositional phrase

In addition to this subject specific vocabulary, pupils will experience a range of quality texts to ensure they encounter and learn to use an increasingly wide range of new vocabulary. Teachers encourage children to use the new words they use in their own speech and writing e.g. through the use of vocabulary walls.

2 days – VIPERS

3 days – Set reading book

	Autumn Term	Spring Term	Summer Term
Green Set:	The Boy at the Back of the Class by Onjali Q. Raúf	Boy in the Tower by Polly Ho-Yen	Holes by Louis Sachar
Orange Set:	The Butterfly Lion by Michael Morpurgo	How to Train Your Dragon by Cressida Cowell	The Boy at the Back of the Class by Onjali Q. Raúf
Yellow & Red Set:	Iron Man by Ted Hughes	The Haunted Mask by RL Stine	The Butterfly Lion by Michael Morpurgo

Spoken Language Curriculum Content:

Statutory Curriculum Objectives:	Statements:
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p>Band 5 Statements</p> <p>I can listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non I can ask questions to improve my understanding -fiction and reference books or textbooks</p> <p>I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume</p> <p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>I can identify and discuss themes and conventions in and across a wide range of writing</p> <p>I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously</p> <p>I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>I can perform my own compositions, using appropriate intonation, volume, and movement so that the meaning is clear</p>

<ul style="list-style-type: none"> select and use appropriate registers for effective communication. 	<p>I can pronounce mathematical vocabulary correctly</p> <p>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>
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Reading Objectives Year 5:

Statutory Curriculum Objectives:	Statements:
<p>Word Reading:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet. <p>Comprehension</p> <ul style="list-style-type: none"> Pupils should be taught to: 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 	<p>Band 5 Statements</p> <p>I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions</p> <p>I can write or give a detailed book review including reasons why I would recommend the book</p> <p>I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts</p> <p>I can discuss and compare events, issues and characters within a book</p> <p>I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear.</p> <p>I can understand what I am reading by checking the book makes sense and finding the meaning of new words</p> <p>I can ask sensible and interesting questions about the texts to help me understand them more</p> <p>I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text</p> <p>I can predict what might happen in increasingly complex texts by using evidence from the text</p> <p>I can talk about why authors use language, including figurative language, and the impact it has on the reader</p> <p>I can tell the difference between statements of fact and opinion</p> <p>I can find and write down facts and information from non-fiction texts</p>

<ul style="list-style-type: none"> ▪ 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. 	
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Writing Objectives Composition:

Statutory Curriculum Objectives:	Target Tracker Statements:
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: <ul style="list-style-type: none"> ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors 	<ol style="list-style-type: none"> 1. Can produce well-structured and organised writing using a range of convention in layout 2. Can use appropriate informal and formal styles with confidence (e.g. conversational, colloquial, dialect, Standard English). 3. Can select the correct genre for audience and purpose and use it correctly. 4. Can select from a wide range of known imaginative and ambitious vocabulary (they should be words that are not usually used by a child of that age) and use them precisely. (All spelling, including that of complex words, is almost always correct). 5. Can use paragraphs consistently and appropriately. 6. Can group things appropriately before or after a main verb (e.g. 'The books, the pens and the pencils were all ready on the table'). 7. Can use al grammar accurately except when consciously using dialect or colloquialism for purpose and audience. 8. Can use different techniques to open or conclude work appropriately (e.g. opinion, summary, justification, comment, suspense or prediction). 9. Can use complex sentence structure appropriately 10. Can use a wider range of punctuation, almost always accurately, to include three or more of the following: comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon. 11. Can use punctuation appropriately to create effect (e.g. exclamation mark, dash, question mark, ellipsis). 12. Can write neatly, legibly and accurately in a flowing, joined style. 13. Can adapt handwriting for a range of tasks and purposes, including for effect. 14. Can spell accurately all but the mot complex words (e.g. paraphernalia, quintessential etc) and most or all of the high frequency words and the Y5 words in the NC appendix 1. 15. Can use the passive voice for variety and to shift focus (e.g. 'The cake was eaten by the child').

<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ol style="list-style-type: none"> Can use a range of narrative techniques with confidence, interweaving elements where appropriate (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense). Can vary sentence length and word order confidently to sustain interest (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?') Can use a range of devices to adapt writing to the needs of the reader (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography). Can use literary features to create effects (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile etc). Can interweave implicit and explicit links between the sections. Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or sub-divide (e.g. commas, colons, semi-colons, dashes, ellipsis). Can show confident and established 'voice'.
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Vocabulary, Grammar and Punctuation Year 5

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Autumn Term	Spring Term	Summer Term	Statements:
Teach: Converting nouns or adjectives into verbs using suffixes (for example –ate, -ify, -ise) Relative clauses beginning with who, which, where, when, whose, that , or an omitted relative pronoun. Revise: <i>From Year 3 – the difference between plural and possessive ‘s’.</i> <i>Word classes</i>	Teach: Verb prefixes (for example dis-, de-, mis-, over- and re-) Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly etc) Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before). Revise: <i>Fronted Adverbials</i>	Teach: Brackets dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Indicating degrees of possibility using adverbs (for example perhaps, surely) or modal verbs (e.g. might, should, will, must) Revise:	Band 5 Statements: <i>I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify <eg> elasticate, standardise, solidify</eg></i> <i>I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-</i> <i>I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun</i> <i>I can indicate degrees of possibility using adverbs <eg>perhaps, surely</eg></i>

<p>New vocabulary: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<p><i>Speech punctuation.</i> <i>Question/statement/command</i> sentences.</p>	<p><i>Adverbials of time, place, number or</i> <i>tense.</i> <i>Types of sentences.</i> <i>Changing word classes e.g.</i> <i>adjectives to adverbs.</i></p>	<p>or modal verbs <eg>might, should, will, must</eg> I can use devices to build cohesion within a paragraph <eg>then, after that, this, firstly</eg> I can link ideas across paragraphs using adverbials of time <eg>later</eg>, place <eg>nearby</eg> and number <eg>secondly</eg> or tense choices <eg>he had seen her before</eg> I can use brackets and can also use dashes or commas for the same purpose I can use commas to make my writing clear to the reader I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity</p>
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Spelling Year 5:

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.

Autumn	Spring	Summer
AUTUMN TERM Test 1: Year 4 spelling review Test 2: Year 4 spelling review Test 3: -ough letter strings Test 4: -cious endings Test 5: -tious endings Test 6: -cial endings Test 7: -tial endings Test 8: homophones (nouns and verbs) Test 9: double consonants Test 10: unstressed vowels and consonants	SPRING Test 1: spelling review Test 2: -able words Test 3: -able and -ably words Test 4: -able words Test 5: -ible and -ibly words Test 6: homophones and near homophones Test 7: homophones and near homophones Test 8: silent letters (silent 'b', 'k' and others) Test 9: scientific vocabulary Test 10: 'i' spelt 'y'	SUMMER Test 1: spelling review Test 2: -ate, -ise, -ify and -en Test 3: verb prefixes Test 4: verb prefixes Test 5: homophones and near-homophones Test 6: homophones and near homophones Test 7: homophones and other words that are often confused Test 8: -ant, -ance, -ancy endings Test 9: -ent, -ence/-ency, -ant, -ance/-ancy endings Test 10: suffixes (vowel letters)

NB the school chosen spelling pattern will cover all the statutory spelling objectives, including the statutory word lists. 30 weeks' worth of spelling lists are provided, allowing up to 9 additional weeks for topic based spelling, filling learning gaps or revision.

Handwriting

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

Additional Guidance:

Please see the Jane Considine papers for text type progression.

When planning, please note that the statutory requirements are in black, additional guidance is in blue.