**Year 5 English Curriculum**

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| WRITING | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Purpose, text type and stimulus | Write to Entertain | Write to Entertain  Write to Discuss | Write to Discuss  Write to Entertain  Write to Persuade | Write to Entertain  Write to Persuade  Write to Inform | Write to Inform  Write to Discuss  Write to Entertain | Write to Entertain  Write to Discuss  Write to Persuade |
| Poetry- list poems (1 week)  Précis – Licked (1 week)  Narrative (Character description) – Literacy Shed – Rio Olympics (2 weeks) | Poetry –  Witches’ spells  Shakespeare (Macbeth) (2 weeks)  Newspaper – The Christmas Crisis! (2 weeks) | Book review – Class reader (1 week)  Poetry – Metaphor poems (moon and sun – Science link)  Speech – Use of palm oil (2 weeks) | Narrative – Retell (2 weeks) Wish Giver Literacy Shed  Formal letter arguments for and against zoos  (2 weeks)  Non-chronological reports – Planets (2 weeks) – (Science link.) | Fact File- Animal fact files (2 weeks)  Explanation text – Life Cycle of a frog. (2 weeks) (Science link)  Audio Descriptions – Avengers – Mr P website (2 weeks) | Precis – The Highwayman (2 Weeks)  Leaflets ­ Come to Darlington (RE - Quaker Link)  (2 weeks) |
| Writing objectives  UPPER KS2 | Pupils should be taught to:  plan their writing by:   * 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:   * 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:   * 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 | | | | | |
| SPAG | * To use relative clauses beginning with who, which, where, when, whose, that * To use devices to build cohesion within a paragraph eg then, after that, this, firstly. * To understand the following terminology: (subordinating/co-ordinating)conjunction, preposition, main clause, subordinate clause, phrase * To understand the difference between a phrase and a clause * To identify co-ordinating and subordinating conjunctions and understand the difference between them * Use knowledge of word classes and conjunctions to independently vary sentence types within their writing: simple, compound and complex * To link ideas across paragraphs using adverbials of time. * To convert nouns or adjectives into verbs using suffixes ate, ise ify * To use brackets, dashes or commas to indicate parenthesis. * To use commas to clarify meaning or avoid ambiguity. * To understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. * To use a thesaurus | | | | | |
| Key terminology | Revisit  pronoun, possessive pronoun, (fronted) adverbial,  coordinating/subordinating conjunction, main clause, subordinate clause, compound/complex sentence | | Introduce  relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity | | Extend  active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym | |
| Handwriting  UPPER KS2 | 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. | | | | | |

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| READING | Intent  In year 5 we expect that most children have developed good strategies for decoding using phonics and word recognition taught in LKS2 and KS1 and that they can read age-appropriate texts with confidence and fluently. Children can read with stamina and speed. Reading continues to form a major part of every curriculum subject but explicit and dedicated reading teaching and activities are planned through whole class reading lessons.  Implementation  As Year 5 Teachers, we will endeavour to:   * Develop children with a positive attitude and love of Reading. * Provide a rich diet of fiction, non-fiction and poetry – which children can absorb, recite, share and enthuse about. * Allow children opportunities to listen to quality texts and encourage them to give their opinions about them. * Provide opportunities for children to read aloud prepare and perform readings to an audience. * Increase pupils’ 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. * Challenge children to read unfamiliar words and texts which allow them to try out their skills as a reader (using knowledge of suffixes/prefixes, root words, and word derivations) * Encourage children to ask questions * Allow pupils to participate in rich 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. * Encourage pupils to explain and discuss their understanding, including through formal presentations and debates, maintaining a focus and using notes where necessary. | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Key Texts | Edward Tulane (5Web)  Why the Whales came (5Will)  Kensuke’s Kingdom (5K) | Christmas Dinner of Souls  (5Web and 5Will)  Wolf Brother  (5K) | House with Chicken Legs (5Web)  Holes (5Will)  Treason (5K) | House with Chicken Legs (5Web)  Holes (5Will) |  |  |
| Ashley Booth Themes | * Rainforests * Antarctic Explorers * Beetles * Brazil * Changing Materials * Children’s Classics Vol 1 | * Children’s Classics Vol 2 * Children’s Classics: Peter Pan * Christmas * Circuses * Disney Songs | * Space * Energy/Forces * Frank Cottrell Boyce * Great Openings * Islands/Leprosy * Kate DeCamillo | * Medieval Monarchs * Michael Morpurgo * Middle Eastern Countries * Nigeria * Notable People Vol 1 * Notable People Vol 2 | * Life Cycles * Novels Volume 1 * Novels Volume 2 * Picture Books Volume 1 * Picture Books Volume 2 | * Poetry Vol 1 * Poetry Vol 2 * Sia * Songs * Titanic * Equality |
| Word Reading | * Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet * Read age-appropriate texts with confidence and fluency including whole novels. * Read aloud with appropriate speed and intonation that shows understanding. | | | | | |
| Comprehension | * Demonstrate the ability to work out the meaning of new words using the context and the proficient use of a dictionary * Can make comparisons within and across texts i.e. comparing how characters change over time. * Can identify some grammatical and language features and evaluate how these have impact on the reader. * Recognise the difference between fact and opinion * Make sensible predictions about what may happen from the details stated and implied and justify these with evidence from the text and their own inferences * Retrieve implicit information from fiction and non-fiction texts * Identify and summarise the main ideas across more than one paragraph using quotations as evidence * Can sequence events from across a lengthier text * Infer meaning from details stated and justify these with direct evidence from the text | | | | | |
| Speaking and Listening  Overall school aim: Using the appropriate register and intonation, speak clearly and coherently whilst participating in discussions, debates, readings and drama.  Y5 objectives   * Comment on the grammatical structure of a range of spoken and written accounts. * Select appropriate language in a range of situations (formal or informal). * Participate in discussions, presentations, performances, role-play, improvisations and debates. * Gain, maintain and monitor the interest of the listener(s). * Select and use appropriate registers for effective communication. | | | | | | |

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| SPELLING | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Phoneme/grapheme overview | /a/ a-e, ai, a,  /a/ a,eigh, a-e,é  /e/ e, ea,ai, ay,  /e/ e, a  /ē/ e,ea,ee,e-e,y,ie | /ē/ e-e,y,ei, i  /i/ y, i  /i/ e,  /ī/ i-e, igh,y,is,i | /o/ o, a,au, ou, e,  /ō/ oa,ow,oe, ough,ao,o-e  /u/ u,o,ou  /ü/u, ue, ueue,eu  /ä/ ar,ear, a, al | /ã/ ere, are, air, a  /ô/or,ough,oor, al  /û/ er, ar, err, our, ur  /ow/ ow, ou, au, ough  /kw/ qu, cqu, kw | /zh/ si, s, ge  /ch/ ch, t,ci,  /sh(un)/ tion, sion, cian  /sh(ul)/ cial, ti, sci, ci  /f/ f,ph, ff | /k/ c,k,ck, ch  /l/ (ul), le, al, ul, ol,al  /r/ r, wr, rh  /s/ s,ss,sc  /t/ t,te,ed,tt |
| Objectives | * To spell word endings which sound like shus – cious or tious. * To spell words which sound like shil – cial or tial * To spell words ending in ant/ ancy ent ence/ ency. * To spell words ending in able, ible, ably and ibly. * To spell words containing the letter string ough. * To spell some words with silent letters. * To use root words, prefixes and suffixes and understand that the spelling of some words needs to be learnt specifically. * To use the first three or four letters of a word to check spelling in a dictionary. * To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1. | | | | | |