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| **Y5**  **YEAR 5**  **National Curriculum**  **Spoken Language**  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  select and use appropriate registers for effective communication  **Reading (Word Reading)**  **Pupils should be taught to:**  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  **Reading (Comprehension)**  **Pupils should be taught to:**   * maintain positive attitudes to reading and an 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 * 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 1 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   **Writing (Transcription)**  **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 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus * Notes and guidance (non-statutory) * As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.   **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   **Writing - composition**  **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 * proofread for spelling and punctuation errors * perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear   **Writing - vocabulary, grammar and punctuation**  **Pupils should be taught to:**   * develop their understanding of the concepts set out in English appendix 2 by: * 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 (ie 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 brackets, dashes or commas to indicate parenthesis * use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading   **Appendix 2:**  Word Converting nouns or adjectives into verbs using suffixes [for example,–ate; –ise; –ify]  Verb prefixes [for example, dis–, de–, mis–, over– and re–]  Sentence Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]  Text Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]  Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]or tense choices [for example, he had seen her before]  Punctuation Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity | | | | | | |
| **Y5 Texts** | **Spoken Language** | **Reading (Word Reading)** | **Reading (Comprehension)** | **Writing (Transcription)**  **Spelling Shed Programme** | **Writing (Composition)** | **Vocabulary, Punctuation & Grammar** |
| **Journey To The River Sea** | 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  consider and evaluate different viewpoints, attending to and building on the contributions of others  select and use appropriate registers for effective communication | 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 | Reading a wide range of fiction, poetry, plays, and non-fiction (fiction, adventure, cultural exploration)  Reading books structured in different ways and for various purposes (diary extracts, letters, third-person narration)  Recommending books and justifying choices  Identifying and discussing themes and conventions (identity, exploration, resilience)  Inferring characters’ feelings, thoughts, and motives (Maia’s emotions, Miss Minton Predicting based on details stated and implied  (Maia’s journey and what will happen Maia’s motivations)  Participating in discussions, building on ideas, and challenging views  Providing reasoned justifications for views | Spelling Shed – see LTP  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  writing down what they want to say. | Plan writing by identifying audience and purpose  (diary entry from Maia’s perspective)  Evaluate and edit own and others’ work  Noting and developing initial ideas, drawing on reading and research  Using a range of devices to build cohesion within and across paragraphs  Assessing the effectiveness of their own and others’ writing | Revision of previous year groups’ grammar rules |
| **Wonderland: Alice In Poetry** | listen and respond appropriately to adults and their peers  use relevant strategies to build their vocabulary  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) | 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 | Reading a wide range of fiction, poetry, plays, and non-fiction (poetry, literary heritage)  Increasing familiarity with a wide range of books (literary heritage, poetry)  Recommending books and justifying choices  Learning poetry by heart  Preparing poems and plays for performance  Discussing and evaluating authors’ language choices  (figurative language)  Providing reasoned justifications for views | Spelling Shed – see LTP | Use varied vocabulary and grammar for effect  Evaluate and edit own and others’ work  Perform own compositions effectively  Identifying the Audience and Purpose of Writing  Noting and Developing Initial Ideas, Drawing on Reading  Using a Wide Range of Devices to Build Cohesion Within and Across Paragraphs  .  Using Figurative Language for Effect  Assessing the Effectiveness of Their Own and Others’ Writing | Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise;  –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] |
| **Clockwork** | 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 | 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 | Reading a wide range of fiction, poetry, plays, and non-fiction (fiction, gothic, suspense)  Increasing familiarity with a wide range of books (modern fiction with allegorical and gothic elements)  Recommending books and justifying choices  Identifying and discussing themes and conventions(fate vs. free will, storytelling)  Making comparisons within and across books. Compare Varmints with Clockwork (dark, dystopian themes vs. gothic suspense)  Checking understanding, exploring word meanings (unusual and archaic language)  Inferring characters’ feelings, thoughts, and motives (Dr Kalmenius’ eerie presence, Karl’s fears)  Predicting based on details stated and implied (mechanical storytelling foreshadowing the climax)  Identifying language, structure, and presentation contributions to meaning (tense, gothic style, pace)  Discussing and evaluating authors’ language choices  (tone, mood, suspense)  Participating in discussions, building on ideas, and challenging views  Explaining and discussing understanding through presentations and debates  (present how fate influences Karl)  Providing reasoned justifications for views | Spelling Shed – see LTP  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  writing down what they want to say. | Develop characters and settings in narratives  (writing build up in gothic short story)  Plan writing by:  Identifying the audience and purpose.  Noting and developing initial ideas, drawing on reading.  Considering how authors develop characters/settings in their own writing.  Draft and write by:  Selecting appropriate grammar and vocabulary for effect.  Describing settings, characters, and atmosphere.  Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  Integrating dialogue to advance action.  Using organisational devices (e.g., paragraphs, headings).  Evaluate and edit by:  Assessing writing for clarity and impact.  Suggesting improvements in vocabulary and structure.  Ensuring consistent tense and person. | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]  Create and punctuate complex sentences using ed & ing opening clauses |
| **Varmints** | listen and respond appropriately to adults and their peers  ask relevant questions to extend their understanding and knowledge  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  select and use appropriate registers for effective communication | 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 | Reading a wide range of fiction, poetry, plays, and non-fiction (modern fiction, environmental themes)  Increasing familiarity with a wide range of books (modern fiction with allegorical and gothic elements)  Recommending books and justifying choices  Identifying and discussing themes and conventions (environmental destruction, hope)  Checking understanding, exploring word meanings  (unusual and archaic language)  Summarising main ideas across paragraphs  Varmints (main message on industrialisation and nature)  Participating in discussions, building on ideas, and challenging views  Explaining and discussing understanding through presentations and debates  Providing reasoned justifications for views | Spelling Shed – see LTP  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  writing down what they want to say. | Develop characters and settings in narratives  Identifying the audience and purpose  Writing in different styles: narratives, descriptions, persuasive pieces, and diary entries.  Noting and developing initial ideas  Using drama or discussion to explore characters’ emotions and motivations.  Selecting appropriate grammar and vocabulary  Using descriptive language to capture setting, mood, and atmosphere.  Exploring formal vs. informal tone in different types of writing.  Using a range of devices to build cohesion  Linking paragraphs using adverbials, repetition, or contrast.  Describing settings, characters, and atmosphere  Assessing and improving writing  Editing work to enhance clarity, impact, and style. | Use expanded noun phrases to convey complicated information concisely  Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] |
| **Cosmic Disco** | listen and respond appropriately to adults and their peers  use relevant strategies to build their vocabulary  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) | 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 | Reading a wide range of fiction, poetry, plays, and non-fiction (poetry, nature, space)  Reading books structured in different ways and for various purposes (poetry with different structures and themes)  Recommending books and justifying choices  Making comparisons within and across books. Compare Varmints with Clockwork (dark, dystopian themes vs. gothic suspense)  Learning poetry by heart  Preparing poems and plays for performance  Identifying language, structure, and presentation contributions to meaning (figurative language, imagery)  Discussing and evaluating authors’ language choices  (figurative language)  Providing reasoned justifications for views | Spelling Shed – see LTP  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  writing down what they want to say. | Use varied vocabulary and grammar for effect  Perform own compositions effectively  Plan their writing by identifying the audience and purpose.  Noting and developing initial ideas, drawing on reading and research.  Selecting appropriate grammar and vocabulary, understanding how such choices change and enhance meaning.  Using a wide range of devices to build cohesion within and across paragraphs.  Assessing the effectiveness of their own and others’ writing.  Proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning.  Performing their own compositions, using appropriate intonation, volume, and movement. | Create and punctuate complex sentences using simile starters  Use expanded noun phrases to convey complicated information concisely |
| **1001 Arabian Nights** | 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  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  consider and evaluate different viewpoints, attending to and building on the contributions of others  select and use appropriate registers for effective communication | 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 | Reading a wide range of fiction, poetry, plays, and non-fiction (traditional stories, myths, legends)  Increasing familiarity with a wide range of books (myths and legends)  Recommending books and justifying choices  Checking understanding, exploring word meanings  (unusual and archaic language)  Distinguishing between statements of fact and opinion  (legendary elements vs. reality)  Providing reasoned justifications for views | Spelling Shed – see LTP  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  writing down what they want to say. | 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  using a wide range of devices to build cohesion within and across paragraphs  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  proofread for spelling and punctuation errors  perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun |
| **Shackleton’s Journey** | 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  select and use appropriate registers for effective communication | 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 | Reading a wide range of fiction, poetry, plays, and non-fiction (non-fiction, historical exploration)  Reading books structured in different ways and for various purposes (non-fiction, illustrated documentary-style presentation)  Recommending books and justifying choices  Identifying and discussing themes and conventions (environmental destruction, hope) (heroism, leadership, perseverance)  Making comparisons within and across books. Compare Shackleton’s Journey with The Adventures of Odysseus (heroic journeys)  Asking questions to improve understanding  (historical facts vs. narrative interpretation)  Summarising main ideas across paragraphs (key events in the expedition)  Identifying language, structure, and presentation contributions to meaning (use of visuals to enhance meaning)  Distinguishing between statements of fact and opinion  (historical facts vs. perspective)  Retrieving, recording, and presenting information from non-fiction (historical research project)  Explaining and discussing understanding through presentations and debates (debate leadership styles)  Providing reasoned justifications for views | Spelling Shed – see LTP  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  writing down what they want to say. | 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  Draft and write by:  selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  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  proofread for spelling and punctuation errors | Use of commas to clarify meaning or avoid ambiguity  Punctuation - brackets, dashes or commas to indicate parenthesis |
| **The Adventures Of Odysseus** | 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  select and use appropriate registers for effective communication | 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 | Reading a wide range of fiction, poetry, plays, and non-fiction (myths, legends, literary heritage)  Recommending books and justifying choices  Identifying and discussing themes and conventions (environmental destruction, hope) (heroism, leadership, perseverance) (triumph, cleverness, struggle)  Making comparisons within and across books. Compare Shackleton’s Journey with The Adventures of Odysseus (heroic journeys)  Inferring characters’ feelings, thoughts, and motives  (Odysseus’ cunning, Penelope’s patience)  Providing reasoned justifications for views | Spelling Shed – see LTP  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  writing down what they want to say. | 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  using a wide range of devices to build cohesion within and across paragraphs  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  proofread for spelling and punctuation errors  perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear | Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]  Revision of all Year 5 objectives |