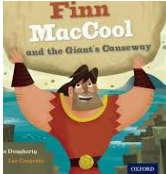
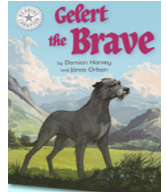
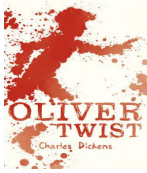
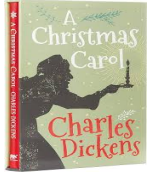


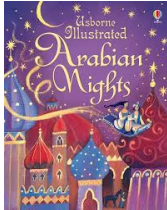
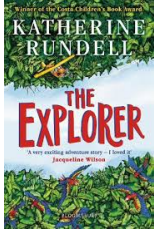
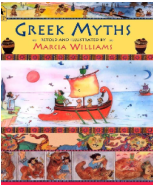

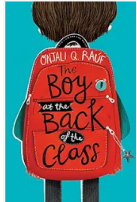
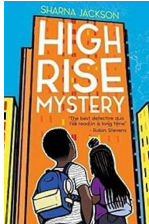
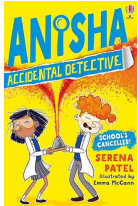

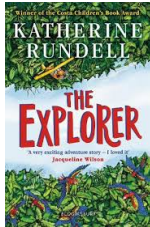



Year 5 English Curriculum (2025–2026)

	Autumn 1 st half	Autumn 2 nd half	Spring 1 st half	Spring 2 nd half	Summer 1 st half	Summer 2 nd half
Timescale	8 weeks	7 weeks	6 Weeks	5 weeks	6 weeks	7 weeks
Outcomes	Legends (4) Persuasion (adverts) (3)	Stories with historical settings (4) Film and play scripts (2)	Science fiction stories (4) Information booklets (2)	Magazine: information text hybrid (2) Novel as a theme (3)	Stories from other cultures (3) Debate (2)	Poems with figurative language (1) Myths (3) Reports (2)
Core Texts	<p>The legend of Finn MacCool and Gelert by Damian Harvey or by Cerys Matthews</p>  	<p>Oliver Twist</p>  <p>A Christmas Carol</p> 	<p>Science fiction – Pie Corbett extract.</p>  	<p>Novel as a theme – Arabian Nights by Anna Milbourne</p> 	<p>The Explorers</p> 	<p>Greek Myths by Marcia Williams.</p>  <p>The Orchard Book of Greek Myths by Geraldine Mccaughrean.</p> 
Class Novel	<p>The Boy at the Back of the Class by Onjali Rauf</p> 	<p>High Rise Mystery by Sharna Jackson</p> 	<p>Anisha the Accidental Detective 2 by Seren Patel</p> 	<p>The Girl who Stole an Elephant by Nizrana Farook</p> 	<p>The Explorers by Katherine Rundell</p> 	<p>Who Let the Gods Out? by Maz Evans</p> 
	Each Friday		is Non	Fiction	Friday	

Key Events	W/C19.25 Asian History Week	Oct – Black History Month		6th March World Book Day	Author Visit	
Grammar Focus	<ul style="list-style-type: none"> – create and punctuate complex sentences using '-ed' openers – blend action and dialogue – collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. – write sentences with relative clauses using relative pronouns using who, which and where following a main clause (e.g. Blackpool's Sea Life Centre attracts many tourists who come back year after year). 	<ul style="list-style-type: none"> – create complex sentences by using relative clauses with relative pronouns who, which, where, e.g. Fagin, who was the leader of the pickpockets, was a despicable character. – create and punctuate complex sentences using ing openers. – demarcate complex sentences using commas and explore ambiguity of meaning. – identify and use brackets and dashes – create and punctuate sentences using simile starters 	<ul style="list-style-type: none"> – use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and teeth. (Ensure to build on Y4 Key Learning; – use nouns for precision, e.g. burglar rather than man, bungalow rather than house; – explore, identify and collect noun phrases, e.g. the crumbly cookie with tasty marshmallow pieces). – blend action and description within a paragraph. – link ideas across paragraphs using adverbials for place e.g. on a nearby planet – use and identify and use brackets to indicate parenthesis e.g. in formal writing: The cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa. – identify and use commas to indicate parenthesis – identify similes and metaphors 	<ul style="list-style-type: none"> – blend action and description within a paragraph – create complex sentences by using relative clauses with pronouns 'who', and 'where' and demarcate with commas, e.g. Sam, who had remembered his wellies, was first to jump in the river. The house, where the robberies had taken place, stood on the hill. – identify and use commas, brackets and dashes to indicate parenthesis – create complex sentences by using relative clauses with pronouns which, and whose e.g. The robberies, which had taken place over the past month, remained unsolved. The residents, whose lives had been terrorised by the burglars, longed to be sleep soundly once more. 	<ul style="list-style-type: none"> – blend action, dialogue and/or description within and across paragraphs. – convert nouns and adjectives to verbs by adding appropriate suffixes e.g. -ate, -ise, -ify – identify and use dashes to indicate parenthesis e.g. in less formal writing: The cake was lovely – delicious in fact– so I had another slice. An example from the text, Journey to the River Sea by Eva Ibbotson (pg 19) 'Clovis didn't have much to do in MacBeth – Mr Goodley had cut most of the parts with children – but the next day they rehearsed Little Lord Fauntleroy' – explore , collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. – create complex sentences by using relative clauses with relative pronouns when and that. – use of devices to build cohesion, e.g. firstly, furthermore, as a consequence 	<ul style="list-style-type: none"> – create effective similes (encourage the children to avoid clichés and think of something completely new); – create and punctuate complex sentences using simile starters, e.g. Galloping as fast as the wind, the unicorn fled from danger. – blend dialogue with action or description – blend action, dialogue and description within and across paragraphs. . – create and punctuate complex sentences using –ed opening clauses and –ing opening clauses (non-fiction context). – create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead

Unit 1 Scaffolded Outcomes	Purpose – A story based on a legend. Audience – Oral retelling to partner class.	Purpose – Write a new scene or chapter for the historical novel. Audience – Published for parents on Dojo/Website.	Purpose – A science fiction story for an intended audience. Audience – Stories to be shared with Yr 4 children.	Purpose: To entertain, inform and persuade by writing a hybrid text for a magazine. Audience: Pages to form a display in a public area of the school or copies sent to a magazine editor.	Purpose – Write a story set in the rainforest. Audience: Stories to be shared with a younger audience.	Purpose – Write a poem based on a structure. Audience – Poems to be performed by an audience.
Unit 2 Scaffolded Outcomes	Purpose – Persuade an audience to visit a place. Audience – Present advertisements to headteacher or governor, who are to ask questions.	Purpose – Create a playscript of a new scene. Audience – Perform for peers.	Purpose – Create an information booklet including more than one non-fiction text type. Audience – Information booklets displayed in the school library.	Purpose – A short story/chapter based on a novel. Audience – Published stories made into a class book.	Purpose – Write a persuasive debate. Audience: Hold a debate with partner class.	Purpose: Write a myth based on a model Audience: Stories to be made into a class book.
Unit 3 Scaffolded Outcomes						Purpose: To inform the reader about an aspect of the Olympics through a non-chronological report. Audience: Share reports with other classes, parents or governors..