

# Year 5

## English Curriculum



**Welholme**  
Academy

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# Story

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Sequence of plot may be disrupted for effect e.g. flashback.</p> <p>Opening and resolution shape the story.</p> <p>Structural features of narrative are included e.g. repetition for effect.</p> <p>Dialogue to advance action.</p> <p>Paragraphs varied in structure and length.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods.</p> <p>Draft and redraft.</p> <p>Cohesion across paragraphs</p>	<p>Sentence length varied e.g. long/short</p> <p>Active and passive voice used deliberately to heighten engagement. E.g. the ring was removed from the drawer.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Embedded subordinate clauses are used for economy or emphasis.</p> <p>Figurative languages used to build description (sometimes cliched) e.g. the crowd charged like bulls.</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>	<p>Year 5 ambitious vocabulary used</p>	<p><b><u>Noun</u></b> Locate and identify expanded noun phrases.</p> <p><b><u>Verbs</u></b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b> Choose appropriate adjectives.</p> <p><b><u>Connectives/Conjunctions</u></b> Use a wide range of connectives.</p> <p><b><u>Tense</u></b> Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p> <p>Apostrophes for contraction.</p> <p>Commas to clarify meaning.</p>

# Instructions

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p>	<p>Sentence length varied e.g. long/short</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>Don't forget to...</p> <p>Be careful of...</p> <p>Don't worry about...</p> <p>Concentrate on...</p> <p>At this point...</p>	<p><b><u>Noun</u></b> Locate and identify expanded noun phrases.</p> <p><b><u>Verbs</u></b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b> Choose appropriate adjectives.</p> <p><b><u>Connectives/Conjunctions</u></b> Use a wide range of connectives.</p> <p><b><u>Tense</u></b> Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons Bullet Points</p>

# Recount

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organized chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>Sentence length varied e.g. long/short</p> <p>Active and passive voice used deliberately to heighten engagement e.g. Giraffes left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>As it happened</p> <p>As a result of</p> <p>Consequently</p> <p>Subsequently</p> <p>Unlike the rest of the group, I felt...</p> <p>In a flash...</p> <p>Presently</p> <p>Meanwhile</p> <p>In Conclusion</p> <p>The experience overall...</p>	<p><b><u>Noun</u></b> Locate and identify expanded noun phrases.</p> <p><b><u>Verbs</u></b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b> Choose appropriate adjectives.</p> <p><b><u>Connectives/Conjunctions</u></b> Use a wide range of connectives.</p> <p><b><u>Tense</u></b> Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>

# Non-Chronological Report

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion using all layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader.</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p> <p>Formal and technical language throughout to engage the reader.</p>	<p>Sentence length varied e.g. long/short</p> <p>Active and passive voice used deliberately to heighten engagement. E.g. The eggs were removed from the beach.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>The purpose of this report/article is to...</p> <p>The information presented will...</p> <p>Some experts believe...</p> <p>This article is designed to</p> <p>Many specialists consider</p> <p>Firstly, I will...</p> <p>It can be difficult</p> <p>__ will enable you to understand.</p> <p>Unlike</p> <p>Despite</p> <p>Although</p> <p>Like Many</p>	<p><b><u>Noun</u></b> Locate and identify expanded noun phrases.</p> <p><b><u>Verbs</u></b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b> Choose appropriate adjectives.</p> <p><b><u>Connectives/Conjunctions</u></b> Use a wide range of connectives.</p> <p><b><u>Tense</u></b> Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>

# Biography

Text Structure	Sentence	Useful Vocabulary	Word Classes
<p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised and chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p>	<p>Sentence length varied e.g. long/short</p> <p>Active voice used deliberately to heighten engagement. E.g. Giraffe's left the enclosure.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p>	<p>In (Insert year) at the age of ... he/she...</p> <p>The time came for...</p> <p>In his/her later years...</p> <p>Once he/she had</p> <p>Nobody is sure why...</p> <p>In spite of...</p> <p>His/her lasting legacy is that...</p>	<p><b><u>Noun</u></b> Locate and identify expanded noun phrases.</p> <p><b><u>Verbs</u></b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b> Choose appropriate adjectives.</p> <p><b><u>Connectives/Conjunctions</u></b> Use a wide range of connectives.</p> <p><b><u>Tense</u></b> Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>

# Letters

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Formal language used throughout to engage the reader.</p>	<p>Sentence length varied e.g. long/short</p> <p>Active and passive voice used deliberately to heighten engagement. E.g. the café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression e.g. Because of all their courageous efforts, all the passengers were saved, nothing short of a miracle.</p>	<p>I appreciate...</p> <p>Whilst we were waiting...</p> <p>Your concern...</p> <p>Until this is resolved...</p> <p>Despite speaking to the duty manager...</p> <p>This is a disgrace...</p> <p>Unfortunately, ...</p> <p>Many other people also...</p> <p>I am delighted to inform you that...</p>	<p><b><u>Noun</u></b> Locate and identify expanded noun phrases.</p> <p><b><u>Verbs</u></b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b> Choose appropriate adjectives.</p> <p><b><u>Connectives/Conjunctions</u></b> Use a wide range of connectives.</p> <p><b><u>Tense</u></b> Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets Dashes Colons Semi colons</p>



# Persuasion

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise. E.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally.</p> <p>Sentence length and type is varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position. E.g. as a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths ...</p> <p>Prepositional phrases used cleverly. E.g. In the event of a blackout...</p>	<p>It appears that...</p> <p>There can be no doubt that...</p> <p>It is critical...</p> <p>Fundamentally...How can anyone believe this to be true?</p> <p>Does anyone really believe that?</p> <p>As everyone knows I cite, for example...If I could draw your attention to...I would refer to...</p> <p>On the basis of the evidence presented...</p> <p>Phenomenal</p> <p>Unique</p> <p>Unmissable you</p> <p>Will be... don't...</p> <p>Take a moment to...</p> <p>Isn't it time to...</p> <p>Worried about...</p>	<p><b><u>Noun</u></b> Expand noun phrases to convey complicated information concisely.</p> <p><b><u>Verbs</u></b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, is, ify. Convert adjectives in verbs using suffixes; ate, is, ify.</p> <p><b><u>Adjectives</u></b> Choose appropriate adjectives.</p> <p><b><u>Connectives/Conjunctions</u></b> Use a wide range of connectives.</p> <p><b><u>Tense</u></b> Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b> Link ideas to a text using cohesive devices such as adverbials</p>	<p>Use wide range of punctuation throughout the writing.</p>

# Balanced Argument

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Both view points are transparent for the reader.</p> <p>Emotive language used throughout to engage the reader.</p>	<p>Sentence length varied e.g. long/short</p> <p>Active and passive voice used deliberately to heighten engagement. E.g. The café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. E.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>It strikes me that...</p> <p>My intention is to...</p> <p>To do this I will...</p> <p>As I see it...</p> <p>It appears to me...</p> <p>Naturally...</p> <p>It is precisely because...</p> <p>Subsequently...</p> <p>Doubtless...</p> <p>Nevertheless...</p> <p>In stark contrast...</p> <p>Contrary to this position...</p> <p>It would seem logical...</p> <p>Let us consider the impact...</p> <p>In conclusion...</p>	<p><b><u>Noun</u></b> Locate and identify expanded noun phrases.</p> <p><b><u>Verbs</u></b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b> Choose appropriate adjectives.</p> <p><b><u>Connectives/Conjunctions</u></b> Use a wide range of connectives.</p> <p><b><u>Tense</u></b> Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

# Newspaper

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraph's developed with prioritised information into columns.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p>	<p>Sentence length varied e.g. long/short</p> <p>Active and passive voice used to deliberately heighten engagement. E.g. The café chairs were broken.</p> <p>Wide range of subordinate connectives e.g. whilst, until, despite.</p> <p>Complex sentences that use well known economic expression. E.g. Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle.</p>	<p>Until this is resolved...</p> <p>Unfortunately,...</p> <p>Chaos ensued...</p> <p>Many panicked when...</p> <p>He disputed...</p> <p>She refused to accept that...</p> <p>The parents agreed that...</p> <p>Witnesses...</p> <p>Pupils emphasized...</p> <p>They spoke to...</p> <p>In addition to this...</p>	<p><b><u>Noun</u></b> Locate and identify expanded noun phrases.</p> <p><b><u>Verbs</u></b> Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p><b><u>Adjectives</u></b> Choose appropriate adjectives.</p> <p><b><u>Connectives/Conjunctions</u></b> Use a wide range of connectives.</p> <p><b><u>Tense</u></b> Change tense according to features of the genre.</p> <p><b><u>Adverbs</u></b> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.</p>	<p>Consolidate all previous learning.</p> <p>Brackets</p> <p>Dashes</p> <p>Colons</p> <p>Semi colons</p>

