

English Curriculum

	Year 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Weekly themed units taught using VIPERS*	Selection from: Global Warming Living Things Romani Tales The Titanic World War I	Animals Carnival Magic and Mystery World War II Weather	Down the Mines Japan Mountains Shakespeare Traditional Greek Myths	Crime and Punishment Illness and Medicine Suffragettes The Shang Dynasty Space	Ancient Egyptians Natural Resources Rainforests The Solar System	Cornwall Movies Sci-Fi The Tudors Volcanoes
Texts and Writing Genres	Robot Girl <i>By Malorie Blackman</i>	The Lizzie and Belle Mysteries <i>By J T Williams</i>	The Tempest <i>By William Shakespeare</i>	The Whale <i>By Ethan and Vita Murrow</i>	Children of the Benin Kingdom <i>By Dina Orji</i>	High Rise Mystery <i>By Sharna Jackson</i>
	Main outcome: Science-fiction narratives Writing Opportunities: Discussions, debates, dialogue, character comparisons, reviews	Main outcome: Biographies Writing Opportunities: Posters, diary entries, notes, letters, character descriptions, fact files, persuasive speeches	Main outcome: Playscripts Writing Opportunities: Setting descriptions, character descriptions, diaries, dialogue	Main outcome: Film pitches Writing Opportunities: Reported speeches, speech/thought bubbles, descriptions, recounts, letters to an editor	Main outcome: Non-chronological reports Writing Opportunities: Informal letters, diaries, survival guides, eyewitness reports, story summaries	Main outcome: Extended stories Writing Opportunities: Character & setting descriptions, reports, dialogue, persuasive letters
	Hidden Figures <i>By Margot Lee Shetterly</i>	Freedom Bird <i>By Jerdine Nolen</i>	The Odyssey <i>By Gillian Cross</i>	Beowulf <i>By Michael Morpurgo</i>	Anne Frank <i>By Josephine Poole</i>	Curiosity <i>By Markus Motum</i>
	Main outcome: Memoirs Writing Opportunities: Reports, formal and informal letters, diaries, character descriptions, journalistic writing	Main outcome: Biographies Writing Opportunities: Poems, explanations, dialogue, postcards, letters of advice, descriptions, recounts	Main outcome: Epic stories Writing Opportunities: Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts	Main outcome: Own version legends Writing Opportunities: Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries	Main outcome: Newspaper articles Writing Opportunities: Letters, short descriptions, extended diary entries, obituaries, opinion pieces	Main outcome: Expanded explanations Writing Opportunities: NASA Proposals, information labels, short explanations, NASA logs, news reports
	Figurative Language Writing opportunities: Similes, metaphors, stanza, personification, hyperbole, onomatopoeia, repetition		Free Verse Writing opportunities: Free verse poetry, structure, tone, perspective		Narrative Poetry Writing opportunities: Narrative poetry, stanza, figurative language, rhyming scheme, personification, alliteration	

Transcription	Use further prefixes and suffixes and understand the guidance for adding them	Use further prefixes and suffixes and understand the guidance for adding them 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 further prefixes and suffixes and understand the guidance for adding them 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 a thesaurus	Use further prefixes and suffixes and understand the guidance for adding them 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	Use further prefixes and suffixes and understand the guidance for adding them 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 a thesaurus	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
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Composition	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Using a range of devices to build cohesion within and across paragraphs</p> <p>Assessing the effectiveness of writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and Writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, considering how authors have developed characters and settings</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Précising longer passages</p> <p>Using a range of devices to build cohesion within and across paragraphs</p> <p>Assessing the effectiveness of writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Using a range of devices to build cohesion within and across paragraphs</p> <p>Assessing the effectiveness of writing</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Using a range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Assessing the effectiveness of writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Proof-read for spelling and punctuation errors</p>
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Grammar, Punctuation and Spelling	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p>	<p>Using expanded noun phrases to convey complicated information concisely</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
Spelling Including NC – Statutory Requirements	<p>Step 1: Words ending in ‘-tious’ and ‘-ious’</p> <p>Step 2: Words ending in ‘-cious’</p> <p>Step 3: Words ending in ‘-cial’</p> <p>Step 4: Words ending in ‘-tial’</p> <p>Step 5: Words ending in ‘-cial’ and ‘-tial’</p> <p>Step 6: Challenge Words</p>	<p>Step 7: Words ending in ‘-ant’</p> <p>Step 8: Words ending in ‘-ance’ and ‘-ancy’</p> <p>Step 9: Words ending in ‘-ent’ and ‘-ence’</p> <p>Step 10: Words ending in ‘-able’ and ‘-ible’</p> <p>Step 11: Words ending in ‘-ably’ and ‘-ibly’</p> <p>Step 12: Challenge Words</p>	<p>Step 13: Words ending in ‘-able’, where the ‘e’ from the root word remains</p> <p>Step 14: Words that are adverbs of time</p> <p>Step 15: Words with suffixes where the base word ends in ‘fer’</p> <p>Step 16: Words with ‘silent’ first letters</p> <p>Step 17: Words with ‘silent’ letters</p> <p>Step 18: Challenge Words</p>	<p>Step 19: Words with ‘ie’ after ‘c’</p> <p>Step 20: Words where ‘ei’ can make an /ee/ sound</p> <p>Step 21: Words where ‘ough’ makes an /or/ sound</p> <p>Step 22: Words containing ‘ough’</p> <p>Step 23: Adverbs of possibility and frequency</p> <p>Step 24: Challenge Words</p>	<p>Step 25: Words that are homophones or near homophones</p> <p>Step 26: Words that are homophones</p> <p>Step 27: Words that are homophones</p> <p>Step 28: Words that are homophones or near homophones</p> <p>Step 29: Words that are homophones or near homophones</p> <p>Step 30: Challenge Words</p>	<p>Step 31: Words with hyphens</p> <p>Step 32: Challenge Words</p> <p>Step 33: Revision Words</p> <p>Step 34: Revision Words</p> <p>Step 35: Revision Words</p> <p>Step 36: Revision Words</p>

Reading Comprehension	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>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</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Learning a wider range of poetry by heart</p> <p>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</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Participate in discussions about books that are read to them and those they can read for themselves,</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>Making comparisons within and across books</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</p>
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	Provide reasoned justifications for their views		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 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 Provide reasoned justifications for their views		building on their own and others' ideas and challenging views courteously	ideas and challenging views courteously Provide reasoned justifications for their views
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