



Year 5 English Curriculum Overview

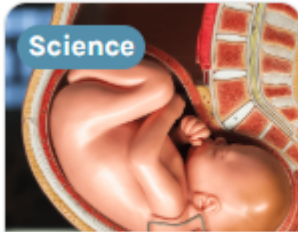
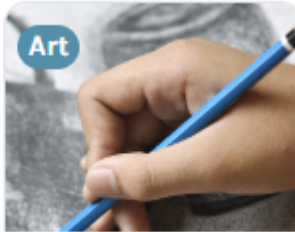
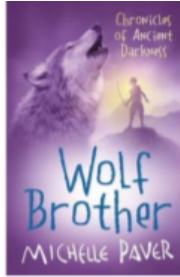
Autumn Term

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Projects:	      					
Whole Class Reading:						
Poetry:	Structured Poetry: Rhyming Couplets – Children to write their own rhyming poem - ABAB					
Text Type:	Year 5 Place Value for Grammar and Punctuation Sequence of Learning	Narrative - Finding Tale	Recount - Diary	Biography - Link to Dynamic Dynasties project	Narrative - Video Stimulus	
Purpose:		To Entertain	To Recount	To Recount	To Entertain	
Writing Outcome:	Children will create ‘short burst’ independent writing where they can practise the grammar skill covered in the lesson.	Children write their own 'Finding Tale' based on 'Ben and the Goblin'. Read to Year 4	Linking to Beetle Boy, children to write diary entries, taking on the role of characters from the story.	Children to write a biography about a significant figure in the Shang Dynasty - Fu Hao Children to read their biographies out loud in teams.	Children to watch the animation 'One Small Step' and write a narrative of the events. Share with Year 2	
Core Grammar Skills to Focus on:	Shared Sentence Definition: 'A sentence is a complete thought which has a subject (who) and verb (what doing/what being) .' - Common and Proper Nouns - Collective and Partitive Nouns - Abstract Nouns - Verbs -to be - Verbs - action - Double Consonant Verbs - Irregular Action Verbs - Subject Verbs - Building Sentences	Underlying Structure to Follow: 1. MC leaves safe place. 2. MC arrives in setting which is described. 3. MC finds an item. 4. Monster appears. 5. MC escapes and learns a lesson. (Could change- setting, monster or/and hero) - FANTASTICS- senses - ASPICE - different ways to start a sentence - Subordinate Conjunctions - AWHITEBUS - Expanded noun Phrases and Prepositional Phrases - Punctuating Direct Speech - Nouns and Pronouns for Cohesion	Non-Fiction Structure: Date/Time Salutation Events in the order they happened Concluding Paragraph Sign off - FANTASTICS- senses - ASPICE - Different ways to start a sentence - First Person Pronouns and Past Tense - Subordinating Conjunctions - AWHITEBUS - Parenthesis - Relative Clauses - Modal Verbs	Non-Fiction Structure: Title Introductory/Overview Paragraph Key Event Paragraphs (childhood events, early life and achievements, later life and achievements) Concluding Paragraph - Adverbials to show TIME (several years later) and PLACE (across the ravine etc) - Expanded Noun Phrases - Nouns and Pronouns for cohesion - Subordinating Conjunctions - AWHITEBUS - Parenthesis - Relative Clauses - Modal Verbs - Bullet Points (if appropriate)	- FANTASTICS- senses - ASPICE - different ways to start a sentence - Subordinate Conjunctions - AWHITEBUS - Expanded noun Phrases and Prepositional Phrases - Punctuating Direct Speech - Nouns and Pronouns for Cohesion	
Core Oracy Skills Focus:	Physical: opportunities for children to read out writing to Year 4 children .		Linguistic: children to read diaries to each other (focus on humour).		Cognitive: children to evaluate language of their biographies.	
Spelling Focus (Grammarsaurus):	- Vowels and Consonants - Compound Words - Morphology	1. Non Chronological Morpheme Assessment. 2. Teach: 		1. Recount Morpheme Assessment. 2. Teach: 		1. Setting Morpheme Assessment. 2. Teach: 



Year 5 English Curriculum Overview

Spring Term

Projects:	 Geography Sow, Grow and ...  Science Human Reprod...  Art Line, Light and ...  D&T Eat the Seasons  Art Nature's Art				
Whole Class Reading:					
Poetry:	Free Verse: children to create a 'MORERAPS' poem				
Text Type:	Information Text- Shang Dynasty	Information Text- Police Report	Narrative - Traditional Tale	Explanation- Process/Life Cycle	
Purpose:	To Inform	To Inform / Describe	To Entertain	To Explain	
Writing Outcome:	Children to write an information text about Everyday Life in the Shang Dynasty Share with Year 6	Linking to 'The London Eye Mystery', children to write a formal, police report about Salim going missing on the London Eye.	Children to read Hansel and Gretel and write their own narrative inspired by the events in the story. Share within Year group	Children to use science learning to write the life cycle of a frog. Share with Reception	
Core Grammar Skills to Focus on:	Non-Fiction Structure: - Title - Classification/ Context Statement - Key Feature Paragraphs - Significance Suggested Structure: - Introduction and Geography - Oracle bones and Early Writing - The Bronze Age technology - Social Heirachy - Relative Clauses - Parenthesis - Modal Verbs - Advverbials for cohesion across paragraphs - Nouns and Pronouns for cohesion	Non-Fiction Structure: - Incident Summary (Case Reference, Investigating Officer Name, Date, Time, Location) - Summary (overview of event) - Missing Person Profile (Character Description) - Witness Statements (opposing character viewpoints) - Formal Tone e.g. swapping nouns and verbs for accuracy - investigated, observed, disappeared - Relative Cllauses e.g. Salim Malik, who is eleven-years-old, was... - Modal Verbs e.g. the suspect must have... - Subordinating Conjunctions - AWHITEBUS - Adverbials for Cohesion e.g. In addition to this, Furthermore... - Brackets, dashes or commas for parenthesis	- Inverted Commas to show speech - Sspeech of Three (speech + reported clause + action) - Expanded Noun Phrases - Nouns and Pronouns for cohesion - Subordinating Conjunctions - AWHITEBUS - FANTASTICS- senses - ASPICE - a range of ways to start a sentence - Figurative Language	Non-Fiction Structure: - Title - General Statement - what the explanation is about - Parts/ Stages e.g. There are three main stages in the development of a frog - Key Points Paragraphs - Summary Paragraph - Relative Clauses - Adverbials to show Cause and Effect e.g. As a result, Consequently - Fronted Adverbials to show Time, Place and Manner (How) - Modal Verbs - Brackets, dashes and commas for parenthesis	
Core Oracy Skills Focus:	Physical: opportunities for children to read out writing to Year 6 children.	Linguistic: children to read out reports out loud to the class.	Cognitive: children to read to children in Year 5.	Social and Emotional: sharing explanation texts with Reception.	
Spelling Focus (Grammarsaurus): 	1. Diary Morpheme Assessment. 2. Teach: -ant -ance -ent -ence	1. Speech Morpheme Assessment. 2. Teach: pro-	1. Instructions Morpheme Assessment. 2. Teach: form	1. Teach: cess ceed cede cease	1. Narrative Morpheme Assessment. 2. Teach: -dom



Year 5 English Curriculum Overview

Summer Term					
Projects:	History Groundbreakin... Science Properties and ... Art Mixed Media D&T Architecture Art Expression				
Whole Class Reading:					
Poetry:	Published Poet: Cloud Busting by Malorie Blackman				
Text Type:	Narrative - Myth	Information - Mythical Monsters	Persuasion - Speech	Narrative/Non-Fiction	
Purpose:	To Entertain	To Inform	To Persuade		
Writing Outcome:	Using Theseus and the Minotaur as a stimulus, children to write 'Defeating the Monster' myth.	Using Odysseus as a stimulus, children to write their own mythical creature fact file.	Children write a persuasive speech from the perspective of Odysseus trying to restore order and inspire them to keep sailing.	Teachers to choose a Picture Book as a stimulus for children to write a narrative or non-fiction outcome based on this.	
Core Grammar Skills to Focus on:	Children will learn this narrative through a Text Map. Underlying Structure to Follow: - MC and monster are introduced. - MC leaves to face the monster. - MC travels to danger zone and is helped. - MC fights and defeats monster. - MC escapes and learns a lesson. (Could change- setting, monster or/and hero) - FANTASTICS- senses - ASPICE - Different ways to start a sentence - Expanded Noun Phrases - Subordinate Conjunctions- AWHITEBUS - Range of sentences- simple, compound, complex. - Sentence of three for action and pace - Rhetorical Questions - inner thoughts - Inverted commas for speech	Non-Fiction Structure: Title - Animal Name Classification/Context - introduce animal Key Feature Paragraphs Summary Statement Diagram - what does your creature look like? - Parenthesis - Relative Clauses - Passive Voice - Modal verbs - Range of sentences - see progression poster - Subheadings	Non-Fiction Structure: My Point of View First Argument supporting my POV Second Argument Third Argument Summary of my point of view - Modal Verbs - Rhetorical Questions - The Power of Three (using expanded noun phrases e.g. We deserve to see our beautiful homeland, our loyal families and the peaceful shores of Ithaca. - Subordinate Conjunctions- AWHITEBUS - Fronted Adverbials of Manner (emotive) e.g. With deep regret, With urgency,	Teachers to use their assessment information to plan in opportunites for children to apply identified writing skills.	
Core Oracy Skills Focus:	Physical: opportunities for children to read and perform myths out loud.	Linguistic: share writing across year group.		Cognitive: children to read speeches across year group.	Social and Emotional: sharing writing created, inspired by their picture book focus.
Spelling Focus (Grammarsaurus): 	1. Science Morpheme Assessment. 2. Teach: duct duce temp tempere tempore therm	1. Teach: -ary 2. Teach: -ery	1. Teach: ab-a- ad-a-a-	1. Persuasive Morpheme Assessment. 2. Teach: -tude vert verse -ably -ibly	



Year 5 English Curriculum Overview

Year5 Writing Progression Poster

Time	Reason	Manner	Place
Time Adverbs Then, Next, Finally, Soon, First, Now, Suddenly, Immediately, Afterwards, Eventually, Meanwhile,	Adverbs/Adverbials for addition Also, Another thing, In addition, Additionally, Furthermore, Moreover,	How adverbs Quickly, Slowly, Unluckily, Unfortunately, Sadly, Like lightning, Without a sound,	Where Adverbials In front of... Next to... On the... Behind the... In the... By the side of... At... Underneath... Towards... Beneath... Beyond...
Time Adverbial Phrases Once upon a time, Early one morning, At that moment, In the end, By the next morning,	Adverb/Adverbials to change direction However, On the other hand, Nevertheless, In contrast...	How often adverbs Usually, Sometimes, Normally,	

Subordinating Conjunctions

A- after as although
Wh- when
I- if
T- that
E- even though
B- because before
U- until unless
S- since

Sentence Types

Statement
Harry woke up.

Command
Tidy your room.

Exclamations
What a lovely day it is!
How lovely it is to see you today!

Questions and Rhetorical Questions
What was that noise?

Simple sentence embellished with adverbial phrases
At midnight, Harry ran through the castle in fear.

Embellished Simple Sentence of 3 for description.
Harry was dressed in a dark cloak, curly shoes and a crooked hat.

Compound Sentence to join two clauses (using Coordinating Conjunctions)
Tim was exhausted so he collapsed into bed.

Short, simple sentences for impact.
The door slammed shut.

Embedded relative clauses (using who, which, whom, whose)
Tim, who was late, tripped over.

Complex sentence (using subordinating Conjunctions)
After the rain stopped, they went out to play. They went out to play after the rain stopped.

Sentence of 3 for action and pace or for emphasis
Tim dashed home, collapsed in his chair and slurped his tea.

Complex sentence with embedded -ing clause
Tim, running along, tripped over.

Complex Sentence with embedded -ed clause
Tim, exhausted by so much effort, tripped over.

Conjoining Conjunctions

F - for
A - and
N - nor
B - but
O - or
Y - yet
S - so

Never begin a sentence in the same way!

Add a pinch of SPICE

Similar adverbials

Preposition (time, place, direction)

-ing Expanded verb

Conjunction (Subordinating)

-ed Expanded verb

Punctuation

. ! ? , ... ' - () : " "

5

National Curriculum Expectations	Example Sentences
Grammar objectives: Sentence - Relative clauses beginning with or without a relative pronoun - Indicating degrees of possibility using adverbs or modal verbs Punctuation - Use of brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity	- Through the small crack in the castle door, Jack could see the enormous giant who was asleep in the kitchen. - A magnificent castle, which had a huge front door, stood on top of the clouds. - Tiptoeing past the sleeping giant, Jack wondered whether he could make it out of the castle alive. - The giant was certainly going to be angry when he noticed his harp was missing.

Small steps in learning – paragraphing through Year 5

- Developing cohesion: linking ideas within paragraphs using adverbials of time, place, and cause.
- Developing cohesion: linking ideas across paragraphs using adverbials of time, place and number.
- Developing cohesion: linking ideas across paragraphs through tense choices e.g. reflecting back: he remembered that he had met her before.



Small steps in learning – expanded noun phrases through Year 5

Prior knowledge/ learning experiences:

- Pupils can add details to fiction and non-fiction writing, through the use of noun phrases expanded through the addition of modifying adjectives, and preposition phrases.

Makes precise, varied, and effective use of taught structures for expanded noun phrases from LKS2, with modifiers before and after the noun.

Understands that a relative pronoun refers back to a noun e.g. which, that, who.

Understands that a relative clause post-modifies a noun, adding further information for the reader e.g.:

- the schoolboy who had lost his bag
- a raggedy jacket which appeared out of nowhere
- burning meteors that darted across the summer night's sky

Can identify relative clauses in their reading, identifying the relative pronoun as well as the noun to which it refers.

Is able to expand a noun through the use of relative clauses in fiction and non-fiction writing.

Chooses vocabulary precisely with careful thought for the audience, purpose and genre of their writing.