

# English Curriculum Year 5

|  | Term 1  | Term 2  | Term 3   | Term 4   | Term 5  | Term 6  |
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| Themes and Curricular Focus  | <b>Are All Deserts Hot?</b><br>Are all deserts hot?   | <b>Masterful Maya</b><br>Who were the Ancient Maya?   | <b>Sensational Summits</b><br>What is life like in the mountains?  | <b>Off With Her Head!</b><br>What was life like in Tudor England?  | <b>Canterbury Tales</b><br>How has Canterbury changed through the Ages?   | <b>From California to Canterbury</b><br>Where does our food come from?  |
| Science  | Forces  | Space<br>Sustainability: Global Warming   | Properties of Materials<br>Animals Including Humans  | Animals Including Humans<br>Lifecycle  | Reproduction<br>Reversible and Irreversible Changes   | Reproduction<br>Sustainability: Plastic Pollution   |
| Jigsaw PHSE  | Being Me In My World  | Celebrating Difference  | Dreams and Goals   | Healthy Me   | Relationships   | Changing Me   |
| Fiction<br>Poetry and Rhyme<br>Information/topic-linked texts  | Core Texts  | Core Texts  | Core Texts   | Core Texts   | Core Texts  | Core Texts  |
| <b>Reading Curriculum Year 5 and 6</b><br>Children maintain positive attitudes to reading by: Reading and discussing a wide range of texts: fiction, poetry, plays, non-fiction, and reference books. Engaging with various text structures and purposes. Becoming familiar with diverse books, including:<br>Myths, legends, and traditional stories; Modern and heritage fiction; Books from different cultures and traditions<br>Recommending books with reasons.<br>Identifying and discussing themes and conventions across texts.<br>Making comparisons within and between books.<br>Learning more poetry by heart.<br>Performing poems and plays with expressive reading.<br>Understand what they read by: Ensuring comprehension and exploring vocabulary in context.<br>Asking questions to deepen understanding.<br>Making evidence-based inferences about characters and events.<br>Making predictions from stated and implied details.<br>Summarising key ideas across paragraphs.<br>Identifying how language, structure, and presentation convey meaning.<br>Evaluating authors' language use, including figurative language.<br>Distinguishing fact from opinion.<br>Retrieving and presenting information from non-fiction texts.<br>Engage with reading through discussion and reasoning:<br>Participating in thoughtful discussions, building on and challenging ideas respectfully.<br>Explaining understanding through presentations and debates.<br>Justifying opinions with clear reasoning. | <br>Holes by Louis Sachar  | <br>Rooftoppers by Katherine Rundell<br><br>Leon and The Place Between by Angela McAllister, Grahame Baker-Smith   | <br>King of the Cloud Forest by Michael Morpurgo  | <br>Treason by Berlie Doherty   | <br>Harry Potter and the Philosopher's Stone by JK Rowling<br><br>Tuesday by David Wiesner | <br>The Boy on the Back of the Class by Onjali Q Rauf                            |
|  | <b>Supporting Texts and Reading Across the Curriculum</b><br><br>The Wild World Handbook by Andrea Debbin | <br>The Cosmic Diary of our Incredible Universe - Tim Peake<br><br>Hidden Figures by Margot Lee Shetterly<br><br>The Maya (History in Infographics) by Jon Richards | <br>Mountains (World Feature Focus) by Rebecca Kahn<br><br>Highest Mountain, Deepest Ocean by Kate Baker | <br>The Tudors: Kings, Queens, Scribes and Ferrets! By Marcia Williams | <br>A Street Through Time: A 12,000 Year Journey Along the Same Street                    | <br>World of Food: A delicious discovery of the foods we eat by Sandra Lawrence |

Autumn Term

Spring Term

Summer Term

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| <p>Poetry</p> <p>Narrative poetry<br/>Figurative poetry<br/>Monologue<br/>Free verse<br/>Performance poetry</p> |  |  <p>I am the Seed that Grew the Tree by Fiona Waters</p> |  <p>The Works 4 by Pie Corbett</p> <p>Space Oddity by David Bowie</p> <p><b>Figurative poetry</b><br/>I Wandered Lonely as a Cloud by William Wordsworth</p> |  | <p><b>Classic poetry</b><br/>The Eagle by Alfred, Lord Tennyson</p>  |  <p><b>Narrative /figurative poetry</b><br/>The Highwayman by Alfred Noyes (from Once Upon a Poem)</p> <p><b>Monologue</b><br/>Macbeth by William Shakespeare</p> |  | <p><b>Performance poetry</b><br/>Christopher Marlowe - Poetry workshop at the Marlowe Kit Theatre</p>         |  <p><b>Free verse</b><br/>Chocolate Cake by Michael Rosen</p> <p>In Search of Me – anthology selected by Morag Styles</p> |
| Possible Writing Outcomes   |  | <p>Narrative<br/>Informal letter,<br/>Non-chronological report</p>  | <p>Newspaper report<br/>Diary<br/>Narrative<br/>Setting description<br/>Poetry</p>  |  |  | <p>Narrative: setting, opening, viewpoint<br/>Poetry</p>   |  | <p>Narrative<br/>Setting description<br/>Job advert<br/>Newspaper report<br/>Diary<br/>Recount<br/>Poetry</p> | <p>Narrative<br/>Information text<br/>Discussion<br/>Formal letter<br/>Newspaper report</p>  |
| Spelling Curriculum taught through Literacy (Spelling) Shed   |  | <p>Words ending in -tious, -cious, ious, -cial, -tial<br/>Year 5 / 6 spelling words</p>   | <p>Words ending in -ant, -ance, -ancy, -ent, -ence, -able, -ible, -ably, -ibly<br/>Year 5 / 6 spelling words</p>  |  | <p>Words ending in -able<br/>Adverbs of time<br/>Silent letters<br/>Suffix with base words in -fer<br/>Year 5 / 6 spelling words</p> | <p>'or' sound spelt au<br/>Words ending in -tion, -sion, -cian<br/>Adverbs of manner<br/>Year 5 / 6 spelling words</p>   |  | <p>Homophones and near homophones<br/>Year 5 / 6 spelling words</p>   | <p>Hyphens<br/>Year 5 / 6 spelling words<br/>Revision words</p>  |

**Year 5 and 6 Statutory Spelling Word List – taught through Literacy Shed**

**Colour coding: taught in school in Year 5/Year 6**

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience\* conscious\* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(lu) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(lu) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

**Year 5 and 6 Writing Curriculum**

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|---|---|---|
| <p><b>Transcription - Spelling</b></p> <p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>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 (taught through Literacy Shed)</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus.</p> | <p><b>Transcription - Handwriting</b></p> <p>Write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p> | <p><b>Composition</b></p> <p>Plan writing by identifying purpose, audience, and appropriate form</p> <p>Use similar texts as models and develop ideas through reading and research</p> <p>In narratives, consider how authors build characters and settings</p> <p>Draft using effective grammar and vocabulary to enhance meaning</p> <p>Describe settings, characters, and atmosphere; use dialogue to develop action</p> <p>Précis longer passages</p> <p>Use a wider range of cohesive devices within and across paragraphs</p> <p>Structure writing with features such as headings, bullet points, and underlining</p> <p>Evaluate and edit for clarity, effect, and accuracy in vocabulary, grammar, and punctuation</p> <p>Assess 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>Ensure consistent tense and correct subject-verb agreement</p> <p>Choose appropriate language for speech and writing</p> <p>Proof-read for spelling and punctuation errors.</p> |
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**Year 5 Writing Progression – Vocabulary, Grammar and Punctuation** taught discretely through Literacy Shed and applied within writing genres as appropriate

| Word  | Punctuation  | Sentence  | Text  | Statutory Terminology For pupils                          |
|---|--|---|---|---|
| <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> | <p>Brackets, dashes or commas to indicate parenthesis</p>  | <p>Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</p>                    | <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p>  | <p>modal verb, relative pronoun<br/>relative clause</p>   |
| <p>Verb prefixes (e.g. dis-, de-, mis-, over-, and re-)</p>                             | <p>Use of commas to clarify meaning or avoid ambiguity</p> | <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> | <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p> | <p>parenthesis, bracket, dash<br/>cohesion, ambiguity</p> |