

St. Mary's CE Primary School

ENGLISH Curriculum Map - Year 5



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| TEXT | Queen of the Falls by Chris Van Allsburg <i>Goodnight Stories for Rebel Girls</i> by Elena Favilli | The Lost Happy Endings by Carol Ann Duffy <i>Hansel and Gretel</i> by Neil Gaiman | Arthur and the Golden Rope by Joe Todd-Stanton <i>Myths of the Norsemen</i> by Roger Lancelyn Green | The Darkest Dark <i>Cosmic</i> by Frank Cottrell Boyce or <i>The Boy who Climbed into the Moon</i> by David Almond | The Paperbag Prince by Colin Thompson <i>The Last Wild</i> by Piers Torday | Radiant Child by Javaka Steptoe <i>Life Doesn't Frighten Me - Poem</i> by Maya Angelou |
| Writing Outcomes | Outcome Recount: series of diaries Greater Depth Series of diaries with viewpoint of other characters | Outcome Fiction: traditional tale Greater Depth Traditional tale from another character's POV | Outcome Fiction: myth Create heroes, villains and monsters Greater Depth Vary the viewpoint from which the myth is told | Outcome Recount: biography Greater Depth A first-person recount with an experience from the person's life within the biography | Outcome Persuasion/information: Hybrid leaflet Greater Depth Write an oral presentation for a TV or online broadcast as expert | Outcome Information: text suitable for an art gallery Greater Depth Plan structure and |
| SPOKEN LANGUAGE | Pupils should be taught to: listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | | | | |

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| | <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p> | | |
| WORD READING | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet <p>When teachers are reading with or to pupils attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation</p> | <p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>When teachers are reading with or to pupils attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation</p> | <p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>When teachers are reading with or to pupils attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation</p> |
| COMPREHENSION | <p>Pupils should be taught to:</p> <p><i>maintain positive attitudes to reading and understanding what they read by:</i></p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a | <p>Pupils should be taught to:</p> <p><i>maintain positive attitudes to reading and understanding what they read by:</i></p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a | <p>Pupils should be taught to:</p> <p><i>maintain positive attitudes to reading and understanding what they read by:</i></p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes |

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| | <p>range of purposes</p> <ul style="list-style-type: none"> • 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 • learning a wider range of poetry by heart • 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><i>understand what they read by:</i></p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • discuss and evaluate how authors use language, • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about | <p>range of purposes</p> <ul style="list-style-type: none"> • 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 • recommending books that they have read to their peers, giving reasons for their choices <p><i>understand what they read by:</i></p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • discuss and evaluate how authors use language • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they read themselves, | <ul style="list-style-type: none"> • 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 • recommending books that they have read to their peers, giving reasons for their choices • making comparisons within and across books <p><i>understand what they read by:</i></p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • discuss and evaluate how authors use language, distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they read themselves, building on their own and others' ideas and • explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on |
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| | <p>books that are read to them and those they read themselves, building on their own and others' ideas and explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary</p> <p>participate in discussion about both books that are read and those they read themselves, taking turns and listening to what others say.</p> | <p>building on their own and others' ideas and</p> <ul style="list-style-type: none"> explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary provide reasoned justification for their views. <p>participate in discussion about both books that are read and those they read themselves, taking turns and listening to what others say.</p> | <p>the topic and using notes where necessary</p> <ul style="list-style-type: none"> provide reasoned justification for their views. <p>participate in discussion about both books that are read and those they read themselves, taking turns and listening to what others say.</p> |
| <p>SPELLINGS</p> | <p>Spelling – revise work done in previous years</p> <p>Y5 Word list</p> <p>Pupils should be taught:</p> <p>Endings spelt –cious or –tious</p> <p>Endings spelt –cial or –tial</p> <p>Pupils should be taught:</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically</p> <p>Use the first three or four letters of a word to check spelling, meaning or both</p> | <p>Spelling – revise work done in previous years</p> <p>Y5 Word list</p> <p>Pupils should be taught</p> <p>Words ending in –ant, -ance/ancy, -ent, -ence/ency</p> <p>Words ending in –able and –ible</p> <p>Words ending in –ably and –ibly</p> <p>Pupils should be taught:</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically</p> | <p>Spelling – revise work done in previous years</p> <p>Y5 Word list</p> <p>Pupils should be taught</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>i before e except after c words</p> <p>Pupils should be taught:</p> <p>Use a thesaurus</p> |

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| | of these in a dictionary | Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary | |
| HANDWRITING | <p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> Choosing which shape of a letter to use given choices and deciding, as part of their personal style, whether or not to join specific letters Choosing the writing implement that is best suited for a task | <p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> Choosing which shape of a letter to use given choices and deciding, as part of their personal style, whether or not to join specific letters Choosing the writing implement that is best suited for a task Be clear about what standard of writing is expected for a particular task eg quick notes or final handwritten version Use an unjoined style for labelling a diagram | <p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> Choosing which shape of a letter to use given choices and deciding, as part of their personal style, whether or not to join specific letters Choosing the writing implement that is best suited for a task Use an unjoined style for writing an email address |
| COMPOSITION | <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how | <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> | <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing |

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| | <p>such choices can change and enhance meaning</p> <ul style="list-style-type: none"> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • ensuring the consistent and correct use of tense throughout a piece of writing • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation and volume so that meaning is clear | <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | <ul style="list-style-type: none"> • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |
| <p>VOCABULARY GRAMMAR AND PUNCTUATION</p> | <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set on in English Appendix 2 NC 2014 by:</p> <ul style="list-style-type: none"> • Recognising vocabulary an structures that are appropriate for formal speech and writing , including subjunctive forms • Using expanded noun phrases to convey complicated information concisely • Using relative clauses beginning with who, which ,where, when, whose ,that or with an implied (i.e. | <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set on in English Appendix 2 NC 2014 by:</p> <ul style="list-style-type: none"> • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Using modal verbs or adverbs to indicate degrees of possibility • Learning the grammar for years 5-6 in English Appendix 2 NC | <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set on in English Appendix 2 NC 2014 by:</p> <ul style="list-style-type: none"> • Using relative clauses beginning with who, which ,where, when, whose ,that or with an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5-6 in English Appendix 2 NC 2014 <p>Indicate grammatical and other features by</p> <ul style="list-style-type: none"> • Using a colon to introduce a list • Punctuating bullet points consistently |

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| | <p>omitted) relative pronoun</p> <ul style="list-style-type: none"> Learning the grammar for years 5-6 in English Appendix 2 NC 2014 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity <p>Use and understand the grammatical terminology in English Appendix 2 NC 2014 accurately and appropriately in discussing their writing and reading</p> <p>Y5 Terminology</p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> | <p>2014</p> <p>Indicate grammatical and other features by</p> <ul style="list-style-type: none"> using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses <p>Use and understand the grammatical terminology in English Appendix 2 NC 2014 accurately and appropriately in discussing their writing and reading</p> <p>Y5 Terminology</p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> | <p>Use and understand the grammatical terminology in English Appendix 2 NC 2014 accurately and appropriately in discussing their writing and reading</p> <p>Y5 Terminology</p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> |
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