

## Year 5 English Curriculum overview

This plan outlines the English that will be taught in English lessons, covering the teaching of reading, writing and spoken language.



Topic Focus	Term 1	Term 2	Term 3	Ongoing language skills
<b>Grammar to include</b>	<p>Learning the grammar in Appendix 2 specifically using a range of conjunctions to create compound and complex sentences; using relative clauses; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using correct punctuation to indicate speech</p> <p>Writing complex and compound sentences; using elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses; using accurate sentence and speech punctuation</p>	<p>Adverbials of time, place and number; using elaborated language of description, including expanded noun phrases, adjectives, adverbials and a variety of subordinate clauses, including relative clauses; using semi-colons to mark boundary between independent clauses.</p> <p>Using dialogue, differences between spoken and written speech, punctuating to indicate direct speech; formal and informal speech and writing, using subjunctive forms; using commas to clarify meaning</p>	<p>Adverbials of time, place and number; using elaborated language of description, including expanded noun phrases, adjectives, adverbials and a variety of subordinate clauses, including relative clauses; using semi-colons to mark boundary between independent clauses.</p> <p>Using dialogue, recognise differences between spoken and written speech; using speech punctuation to indicate direct speech; understanding and using modal verbs</p>	<p><b>Word Structure</b></p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate; -ise; -ify</i>)</p> <p><b>Verb prefixes</b> (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p>
<b>Narrative</b>	Fiction from our heritage Historical Fiction	Classic Narratives / play scripts - including Shakespeare Traditional Tales - legends	Contemporary Narratives / Suspense and Mystery	<p><b>Sentence Structure</b></p>
<b>Suggested final written outcome</b>	<p>Explore a text in detail. Plan and write in the style of the author to complete <b>sections</b> of the stories. Take the plot and theme from the text to plan and write their own contemporary version.</p>	<p>Reflect on the main character from different viewpoints. Re-tell the story from several different perspectives.</p>	<p>Develop skills of building up atmosphere in writing, e.g. tension / passages building up tension</p>	<p><b>Relative clauses</b> beginning with <i>who, which, where, why, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>modal verbs</b> (e.g. <i>perhaps, surely</i>)</p> <p><b>Text structure</b></p> <p>Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p><b>Punctuation</b></p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>

Topic Focus	Term 1		Term 2		Term 3		Ongoing language skills
<b>Grammar to include</b>	Learning the grammar in Appendix 2 specifically using adverbials of time, space and number; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using expanded noun phrases to convey complicated information concisely	Grammar includes: Using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main clauses; using colons to introduce lists; punctuating bullet points consistently	Grammar includes: Learning the grammar in Appendix 2 specifically using a range of conjunctions to create compound and complex sentences; using expanded noun phrases to convey complicated information concisely	Understanding and using modal verbs in persuasive writing; using apostrophes correctly; using correct sentence punctuation  Beginning to understand the use of active and passive verbs, especially the use of the passive form in reports; recognising and using a past participle; using semi-colons, colons and dashes appropriately in reports; using bullet points in reports	Dialogue, direct/indirect speech punctuation, reported speech; using of passive form to present information; using semi-colons and dashes to mark boundaries between independent clauses; using commas to clarify meaning	Dialogue, direct/indirect speech punctuation, reported speech; using of passive form to present information; using semi-colons and dashes to mark boundaries between independent clauses; using commas to clarify meaning	<p><b>Word Structure</b></p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate; -ise; -ify</i>)</p> <p><b>Verb prefixes</b> (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p> <p><b>Sentence Structure</b></p> <p><b>Relative clauses</b> beginning with <i>who, which, where, why, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>modal verbs</b> (e.g. <i>perhaps, surely</i>)</p> <p><b>Text structure</b></p> <p>Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>
<b>Non Fiction</b>	Recount / Diary  Evacuee Diaries	<b>Instructions Explanation</b>  Information texts - History linked	<b>Biographies</b> <i>Various biographies</i> of two authors	<b>Persuasion and non-chronological reports</b>  <b>Adverts / texts linked to environmental issues</b>	<b>Report and journalistic writing</b>  <b>Linked to the science developments</b>	<b>Discussion / argument and debate</b>  <b>Linked to the topic area</b>	<p><b>Punctuation</b></p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
<b>Suggested final written outcome</b>	<i>Compose a biographical account based on research</i>  Diary entries from evacuees	<i>Detailed instructions with clear introduction and conclusion. Links to Geography Po5 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Show</i>		<i>Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes</i>  <i>Creating adverts / persuasive texts to support viewpoints</i>	Write a report, in the form of an information leaflet, in which two or more subjects are compared	<i>Write up a balanced discussion presenting two sides of an argument, following a debate</i>  <i>Based on the Baker Street boys or linked to non fiction fairground / circus debate. Opinions and viewpoints</i>	

Topic Focus	Term 1	Term 2	Term 3	<u>ONGOING LANGUAGE SKILLS</u>
<b>Grammar to include</b>	<p>Recognising vocabulary and structures appropriate for formal and written speech, and the differences between this and spoken speech, including the use of contractions; using correct punctuation to indicate speech</p> <p>Learning the grammar in Appendix 2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs; using expanded noun phrases to convey complicated information concisely; using hyphens to avoid ambiguity</p>	Using elaborated descriptive language; using expanded noun phrases; using and understanding grammatical terminology	Using fronted adverbials and non-finite verbs to start a sentence; using commas after fronted adverbials; using elaborated description, including adjectives and adverbs, and subordinate clauses	<p><b><u>Word Structure</u></b></p> <p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate; -ise; -ify</i>)</p> <p><b>Verb prefixes</b> (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p> <p><b><u>Sentence Structure</u></b></p> <p><b>Relative clauses</b> beginning with <i>who, which, where, why, whose, that</i>, or an omitted relative pronoun</p>
<b>Poetry</b>	<b>Vocabulary building Structure</b>	<b>Vocabulary building Structure - spoken word poetry/rap/ Imagery</b>	<b>Vocabulary building Take one poet - poetry appreciation</b>	<p>Indicating degrees of possibility using <b>modal verbs</b> (e.g. <i>perhaps, surely</i>)</p> <p><b><u>Text structure</u></b></p>
<b>Suggested final (written) outcome</b>	<p><i>Read, write and perform free verse</i></p> <p><i>Read and respond to cinquains.</i></p> <p><i>Experiment with writing their own.</i></p>	<p><i>Read, write and perform free verse</i></p> <p><i>Listen to, read and respond to raps.</i></p> <p><i>Experiment with writing their own</i></p>	<p><i>Read, write and perform free verse</i></p> <p><i>Research a particular poet. Personal responses to poetry</i></p> <p><i>Recite familiar poems by heart</i></p>	<p>Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p><b><u>Punctuation</u></b></p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>