English Curriculum Overview - Year 5

Pupils in Year 5 should be taught to:

Reading:

Maintain positive attitudes to reading and understanding of what they read by:

- 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
- 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
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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

Understand what they read by:

- 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
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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.
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 can read for themselves, building on their own and others' ideas and challenging views courteously.
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.
Provide reasoned justifications for their views.

Reading assessment evidence in Year 5 should focus on:

Poetry; modern fiction; fiction from literary heritage; plays; library use; non-fiction; myths and legends; books from other cultures and traditions; reference books or textbooks; traditional stories; drama; whole books read aloud and multi-modal texts. In addition to this, pupils should be provided with opportunities to:

- enjoy reading
- read aloud wider range of poetry and age-appropriate books with accuracy and expression
- summarise and presenting a familiar story in their own words
- read silently with good understanding
- read widely and frequently outside school as well as inside school for pleasure and information
- recommend books to others, giving reasons
- prepare poems and plays to read aloud and perform
- make comparisons within and across books
- take part in effective discussion confidently and challenge others politely
- provide reasoned justifications for their views
- broaden their vocabulary take part in formal presentations and debates with confidence

English Curriculum Overview - Year 5

Writing:

In Spelling:
- use further prefixes and suffixes and understand the guidance for adding them
- spelling some words with 'silent' letters [for example, knight, psalm, solemn]
- continuing 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 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

In Handwriting:
Write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

In Composition:
Plan their writing by:
- 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
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

In Vocabulary, Grammar and Punctuation:
Develop their understanding of key concepts by:
- recognising vocabulary and structures that are appropriate for formal speech and writing
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for Year 5

Indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes or commas to indicate parenthesis

Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

English Curriculum Overview - Year 5

Continue to develop independent spelling by:

- using further prefixes and suffixes and understand the guidance for adding them
- spelling some words with 'silent' letters [for example, knight, psalm, solemn]
- continuing to distinguish between homophones and other words which are often confused
- using 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
- using dictionaries to check the spelling and meaning of words
- using the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- using a thesaurus

Develop their understanding of key concepts (set out in English Appendix 2 table below) by:

- recognising vocabulary and structures that are appropriate for formal speech and writing
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for Year 5 (set out in the English Appendix 2 table below)

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes or commas to indicate parenthesis

Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

English - Appendix 2: Vocabulary, grammar and punctuation

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]
Sentence	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] 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]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

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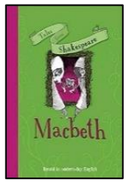
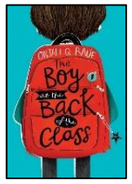
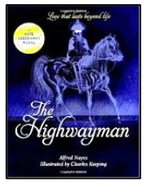
English Curriculum Overview – Year 5

	Macbeth *William Shakespeare*  Historical Tragedy	**Alex Rider: Stormbreaker** *Anthony Horowitz* Action/Adventure	**The Boy at the Back of the Class** *Louis Sachar*  Adventure	**Harry Potter & the Philosopher's Stone** *JK Rowling* Fantasy Fiction	**The Highwayman** *Alfred Noyes*  Narrative Poetry
Reading	• *Read aloud with pace, fluency and expression, taking punctuation into account* • *Understand how writers use language for comic and/or dramatic effect* • *Ask relevant questions to interrogate the text* • *Make inferences based on textual evidence (e.g. reading between the lines)*	• *Identify the point of view from which a story is told* • *Clarify the meaning of words from the way they are used in context* • *Distinguish between fact and opinion* • *Predict from details stated and implied and modify predictions in the light of new evidence*	• *Skim and scan texts to identify key ideas* • *Understand how word meanings change when used in different contexts* • *Check that a text makes sense and discuss understanding* • *Explain inferred meanings drawing on evidence across the text*	• *Make comparisons within and across texts identifying some themes and conventions* • *Discuss how an author develops a character through dialogue, action and description (e.g. show not tell)* • *Make comments generally supported by relevant textual reference or quotation* • *Make structured responses by stating the point, finding evidence & explaining ideas*	• *Confidently discuss the structures and features of non-fiction texts* • *Understand and use appropriate terminology to discuss texts* • *Express personal opinions about a wide range of texts* • *Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them*
Writing	• *Narrative - Write in the style of a particular author, adapting the plot, aiming for consistency in character and style* • *Discussion - Plan and present two sides of an argument. Use words and phrases that support the overall viewpoint of the discussion*	• *Narrative - Use language to evoke mood and atmosphere and develop characterisation* • *Explanation - Plan, compose, edit and refine an explanation text focussing on clarity, conciseness and impersonal style*	• *Narrative - Write a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character* • *Persuasion - Shifts of formality embedded within a persuasive piece of writing by adding quotes or references*	• *Narrative - Write in a non-linear style using purposeful dialogue to build character and develop the action* • *Description - Produce a report focusing on clarity and conciseness, using features and language appropriate for a specific purpose e.g. magazine, website etc.*	• *Narrative - Use of a range of figurative language including simile, metaphor, personification, alliteration and onomatopoeia* • *An original poem in the style of Alfred Noyes using repetition*
Grammar & Punctuation	• *Full stops, question marks and exclamation marks to demarcate end of sentences* • *Statements, questions, commands & exclamations* • *Use of capital letters for the start of sentences and proper nouns* • *Nouns, verbs, adverbs, adjectives, determiners, conjunctions, prepositions, pronouns and interjections* • *Use of commas to separate items in a simple list* • *Use of commas to separate main and subordinate clauses* • *Use of co-ordinating conjunctions (FANBOYS) and subordinating conjunctions (ISAWAWABAB)* • *Use of punctuation to demarcate direct speech*	• *Identifying and using apostrophes for contraction* • *Identifying and using apostrophes for singular/plural possession* • *Correct function and use of extended noun phrases including determiner, adjective(s), noun and prepositional phrase* • *Brackets, dashes and commas to demarcate additional information* • *Parenthesis to add extra information in sentences* • *Relative clauses beginning with a relative pronoun (or implied) to add additional information to sentences* • *Commas to indicate the use of fronted adverbials for time, place and manner*	• *Modal verbs and adverbs to indicate degrees of possibility* • *Commas used to avoid ambiguity and to clarify meaning e.g. Let's eat Granny! vs Let's eat, Granny!* • *Use of Standard English language VS local spoken English and informal language e.g.' I did' vs 'I done'* • *Use of simple tenses, ensuring consistency of verbs in chosen tense, and converting between tenses successfully* • *Identification and use of perfect tense as opposed simple tense e.g. 'I had walked'* • *Use of past and present progressive tenses as opposed to simple tense e.g. 'I was walking', 'I am walking' etc.* • *Adverbials to show time, place and manner located in various positions in sentences*	• *Use of propositions to show place and time located in various positions in sentences* • *Understanding of root words and related words e.g. geography, geology etc.* • *Linking ideas within and across paragraphs using a range of cohesive devices* • *Presentational devices - use of headings, sub-headings, columns, tables, bullet points etc.* • *Use of synonyms and antonyms* • *Converting nouns and adjectives into verbs using a suffix e.g. class classify etc.* • *Identifying and understanding the difference between subject and object in sentences*	• *Use of the full colon to introduce a list e.g. in place of 'including', 'such as' etc.* • *Full colon to mark boundary between a related main/subordinate clause used for explanation (in place of 'because')* • *Semi-colon to mark the boundary between two related main clauses (in place of a co-ordinating conjunction)* • *Dashes to mark the boundary between two related main clauses (in place of a co-ordinating conjunction)* • *When to correctly use a hyphen to join words e.g. six-year-old (ages), well-behaved (use of verb) etc.* • *Correct use of the active and passive form of verbs in sentences*
Spelling	• ***Silent Letters:*** *Words with the silent letter 'b' e.g. climb, limb etc.* • ***'Ough':*** *Words containing letter string 'ough' letter string e.g. rough, ought etc.* • ***Suffixes:*** *'ible' added to root word e.g. convert - convertible etc.* • ***Homophones:*** *Words with the same sound but different spelling/meaning e.g. cereal and serial etc.*	• ***Suffixes:*** *'able' added to root word e.g. understand - understandable etc.* • ***Silent Letter 't':*** *Words containing a silent letter 't' e.g. nestle, whistle etc.* • ***Suffixes:*** *'ibly' and 'ably' added to root word e.g. - terribly, suitably etc.*	• ***Homophones:*** *Words with the same sound but different spelling/meaning e.g. cereal and serial etc.* • ***Suffixes:*** *'ent' added to root word e.g. - confident, magnificent etc.* • ***Suffixes:*** *'ence' added to root word e.g. - patience, silence etc.*	• ***'ee' sound spelt 'ei':*** *Words containing 'ei' for the 'ee' sound e.g. ceiling, seize etc.* • ***Homophones:*** *Words with similar sound but different spelling/meaning e.g. accept and except etc.* • ***Suffixes:*** *'ant', 'ance' and 'ancy' added to root words e.g. - relevant, relevance, relevancy etc.*	• ***'shus' sound spelt 'cious':*** *Words containing 'cious' letter string e.g. precious, vicious etc.* • ***'shus' sound spelt 'cious':*** *Words containing 'cious' letter string e.g. precious, vicious etc.* • ***'shul' sound spelt 'cial' and 'tial':*** *Words containing 'cial' or 'tial' letter string e.g. official, partial etc.*