

Curriculum Map: English

Year 5

Below outlines the learning focus for each term

Upper Key Stage 2 Programme of Study – by the end of year 6:

Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet

Reading – comprehension

- maintain positive attitudes to reading and an 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 1 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

Writing – transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue 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

Writing – 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

Writing - vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in English appendix 2 by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - 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 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 (ie omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English appendix 2
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semicolons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently

use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

Learning Focus for Year 5

Year 5
Reading
Focus

Spoken Word - Participation and Presentation

- can develop, explore and speculate about ideas
- articulate and justify arguments and opinions with evidence and I recognise different points of view
- adopt a formal role in discussion e.g. chair, spokesperson
- project voice for larger audience
- use standard English as necessary
- rehearse and perform poems and plays competently for an audience
- participate in discussions about books, building on my own and others' ideas and challenging views courteously
- ask questions to improve my understanding
- discuss complex narrative plots
- recite a range of poetry by heart, showing an understanding through intonation, tone and volume

Reading - word reading

- can apply my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words
- check the book makes sense, discuss my understanding and the meaning of words in context
- use the first 3-4 letters of a word to check the spelling and meaning of these in a dictionary
- maintain fluency and accuracy when reading complex sentences, with subordinate clauses
- work out the pronunciation of homophone, using the context of the sentence
- respond to more sophisticated punctuation including colons.
- recommend books that I have read, giving reasons for my choices

Reading – comprehension

- can retrieve, record and present information from non-fiction I can summarise the main ideas drawn from more than one paragraph
- increasingly familiar with a wide range of books including myths, legends and traditional stories, modern fiction and fiction from our literary heritage
- understand that texts reflect the time and culture in which they were written
- give reasoned justifications for my views
- able to talk about themes in a story and recognise thematic links with other texts
- predict what might happen from details stated and implied
- draw information from different parts of the text to infer meaning and discuss moods, feelings and attitudes using inference
- talk about the author's techniques for describing character, settings and actions
- distinguish between statements of fact and opinion
- identify and describe the styles of individual writers and poets
- identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose
- use language features of range of non-fiction text-types to support understanding

Year 5
writing
focus

Writing – transcription (spelling)

spell some words with silent letters

distinguish between homophones and other words that are often confused

use a dictionary and a thesaurus to find the spelling and meaning of words

spell words with the endings –cious and –tious

know how to use the ‘i before e’ rule following a c

Writing – composition

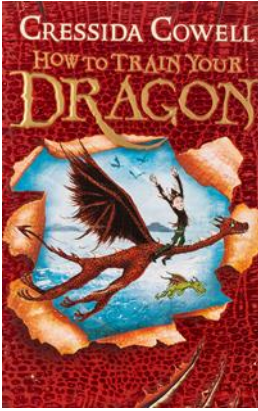
- use connectives, within a paragraph, to link sentences e.g. secondly, in addition, furthermore
- use further presentational devices to structure text and guide the reader
- control the structure of my paragraphs to shape the story e.g. 5 paragraph structure involving a build-up, conflict and resolution
- use shifts in time and place to shape a story and guide the reader through the text e.g. by introducing a new section to draw attention to the main event
- select the appropriate formal language for my writing, using similar writing as a model
- assess the effectiveness of my own and others work and suggest improvements
- develop my characters through the story to help move the story forward
- include some significant interaction between characters through action, description, and characters responses.

Writing - vocabulary, grammar and punctuation

- vocabulary choices are more thoughtful – using a thesaurus to extend range of words used (settings, characters, atmosphere)
- convert nouns or adjectives into verbs using suffixes (e.g. –ate; -ise; -ify)
- use modal verbs or adverbs to indicate possibility
- ensure the consistent and correct use of tense throughout a piece of writing
- proof-read for spelling and punctuation errors
- write in a given style successfully if they refer to the ‘tricks of the trade’
- identify the audience and purpose for my writing
- choose words for deliberate effect, including expanded noun phrases, and change vocabulary, grammar and punctuation to enhance effect and clarify meaning
- use grammar to show degrees of uncertainty e.g. modal verbs (could, might), adverbs (perhaps, maybe)
- use relative clauses beginning with: who, which, where, when, whose and that
- In writing, the setting is used to create mood
- In writing, characterisation is evident, through direct and reported speech
- use a colon to introduce a list
- In writing, the subject/verb agreement is used correctly

Termly

<p>Autumn 1</p>	<p>Writing Genres: Non-chronological report Informal letter Contrasting argument Poetry – personification and performance</p>	<p>Narrative: TRADITIONAL TALES Street child by Berlie Doherty</p>		<p>SPAG Focus: Relative pronouns Conjunctions Homophones Homonyms commas Possessive/relative pronouns Modal verbs Determiners Speech punctuation</p>
<p>Autumn 2</p>	<p>Writing Genres: Research and presentations Character descriptions Diaries Debates/speeches</p>	<p>Narrative: Frankenstein – Mary Shelly (comic version)</p>		<p>SPAG Focus: Plurals Noun/verb agreement Hyphens Colons Brackets Suffixes Direct/indirect/reported speech Irregular plurals Apostrophes for possession Adverbial starters</p>
<p>Spring 1</p>	<p>Writing Genres: Recount Book blurbs Diaries Story continuation Interview Book review</p>	<p>Narrative: Oranges In No Man's Land by Elizabeth Laird (1)</p>		<p>SPAG Focus: Reported/direct speech Figurative language/imagery Prefixes/suffixes Spelling patterns Dictation Vocabulary work Commas to add extra information Adverbial phrases Subject/Predicate</p>
<p>Spring 2</p>	<p>Writing Genres: Non-chronological reports Leaflets Formal letters Performance poetry</p>			<p>SPAG Focus: Imperative verbs Suffixes Commas Colons Dictation</p>

<p>Summer 1</p>	<p>Writing Genres: Story writing Playscripts</p>	<p>Narrative: How To Train Your Dragon by Cressida Cowell (1)</p> 	<p>SPAG Focus: Adjectives Similes Metaphors Synonyms Pronouns Dialogue Commas Colons Dashes Brackets</p>
<p>Summer 2</p>	<p>Writing Genres: Instruction writing Descriptive language Diary Entry Poetry</p>	<p>)</p>	<p>SPAG Focus: Hyphens Dashes Semi colons Prefixes Synonyms Compound Sentences Complex Sentences</p>

At Camrose, teachers read to pupils daily; reading for enjoyment helps develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

DfE research (2012):

'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD,2002).'

Centre for Literacy in Primary Education (2022):

'Reading aloud is probably the most important thing that teachers can do and needs to be a frequent and regular part of each school day.'

We aim to ensure that, by the time pupils leave Camrose, they have encountered a diverse range of literature including the British classics, modern literature, and books that represent a variety of cultures and people.

Classics	Roald Dahl	Around the World	Pupils choice	Non Fiction
<p>Chronicles of Narnia</p> <p>Treasure Island</p>	<p>The Witches</p>	<p>Four Feet, Two Sandals by Karen Lynn (Asia)</p> <p>Diego Rivera by Duncan Tonatiuh (Mexico)</p> <p>Emmanuel's Dream: The True Story of Emmanuel Ofosu Yeboah by Laurie Ann Thompson (Disability)</p>	<p>YR5MT:</p> <p>My Life As A Cat, by Carlie Sorosiak</p> <p>YR5IJ:</p> <p>The Last Bear, by Hannah Gold</p>	<p>Rebel Animals at Risk: Stories of Survival by Kimberlie Hamilton</p> <p>A Life Story: David Attenborough by Lizzie Huxley-Jones</p> <p>You Don't Have to Be Loud by Ben Brooks</p> <p>Wild Child: A Journey Through Nature by Dara McAnulty</p> <p>First Cookbook (Usborne First Cookbooks) by Angela Wilkes</p> <p>Epic Adventures: Explore the World in 12 Amazing Train Journeys by Sam Sedgman</p>