Year 5 (2024-2025) – English Curriculum

Year 5	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Writing	**Writing** **'Clockwork' by Philip Pullman** Purpose: To entertain. Audience: People who enjoy the mystery genre. Form: The opening of a mystery story. Taught writing objectives: • L.O: To analyse a number of opening chapters. • To identify features of an effective opening chapter within the mystery genre. • To use appropriate terminology. • L.O: To create expanded noun phrases (to describe, to specify, for impact - by adding adjectives, nouns and prepositional phrases) (Year 4 Recap) • L.O: To create and use expanded noun phrases to convey complicated information concisely. (An appositive is a noun or an expanded noun phrase that sits next to the noun and renames it (concisely adding more information).) • L.O: To identify synonyms and antonyms • L.O: To use synonyms and antonyms effectively. ('2 pairs sentences' 2 pairs sentences begin with 2 pairs of related adjectives, punctuated with a comma to separate them from the main clause.) • L.O: To use commas to clarify meaning or avoid ambiguity in writing • L.O: To use hyphens to avoid ambiguity in writing (creating compound adjectives). • L.O: To use a range of devices to build cohesion within paragraphs. (consistent tense, avoiding repetition, use of adverbs, adverbials, conjunctions, prepositions, and pronouns	**Writing** **'Clockwork' by Philip Pullman** Purpose: To inform and persuade. Audience: People who would like to find out about possible travel destinations. Form: A travel review. Taught writing objectives: • L.O: To analyse the stylistic features of travel reviews. • To use appropriate terminology. • L.O: To identify relative clauses. (beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.) ('Noun / which, where, who sentences' A relative clause can be used to give additional information about a noun.) • L.O: To use and apply relative clauses to add additional information. • L.O: To identify modal verbs. (e.g. might, should, will, must) • L.O: To use modal verbs to indicate degrees of possibility. • L.O: To identify parenthesis. • L.O: To use a range of punctuation to indicate parenthesis. • commas (The mildest form of parenthesis, for when you want to quickly insert a detail without distracting the reader, is a subordinate clause: a nonessential phrase framed by a pair of commas.) • brackets • formal - (for detail or clarification) • informal - (for an aside to the reader) • 'O.(I.) - outside (inside) sentences' These sentences are made up of 2 related sentences. The first sentence tells the reader	**Writing** **There's a Boy in the Girls' Bathroom' by Louis Sachar** Purpose: To persuade and inform. Audience: A character from the book (Pupil's choice). Form: A formal letter. Taught writing objectives: • L.O: To analyse how an author has developed characters and settings. • To analyse an author's language choices. • To use appropriate terminology. • L.O: To identify adverbs. (e.g. perhaps, surely) • L.O: To use adverbs to indicate degrees of possibility. • L.O: To use a range of devices to build cohesion within paragraphs. • L.O: To link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, • L.O: To use the standard English forms of verbs. (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done') (Year 4 Recap) • L.O: To use the perfect form of verbs to mark relationships of time and cause. • L.O: To use semi-colons to mark boundaries between independent clauses ('Some; others sentences' Some; others sentences begin with the word some and have a ; instead of a 'but' to separate the two parts) • L.O: To use colons to mark boundaries between independent clauses ('De: De sentences' A De: De sentence has 2 parts. The 1st part gives a description, the 2nd gives further details.) • Colons to introduce	**Writing** **There's a Boy in the Girls' Bathroom' by Louis Sachar** Purpose: To entertain Audience: A character from the book (Pupil's choice). Form: Narrative (retell a chapter) Taught writing objectives: • L.O: To write multi-clause sentences. (using coordinating and subordinating conjunctions accurately) (Year 4 Recap) • L.O: To identify independent and subordinate clauses. • L.O: To experiment by varying the position of clauses within a sentence for effect. • L.O: To describe settings, characters and atmosphere with effective language choices. • L.O: To use inverted commas and other punctuation to indicate direct speech. (Year 4 Recap) • L.O: To apply the rules associated with direct speech. (new speaker, new line) (Year 4 Recap) • L.O: To suggest and describe a character through narrative and dialogue. - (Year 4 Recap) • L.O: To integrate dialogue into narratives. (Rules of split speech - When the person speaking says two complete sentences that make sense on their own, each part of the speech starts with a capital letter.) • L.O: To integrate dialogue into narratives to convey character. (Subtle examples through show not tell) • L.O: To integrate dialogue into narratives to advance the action. (Using the character's body language and movements to show	**Writing** **Cosmic' by Frank Cottrell-Boyce** Purpose: To entertain Audience: Pupil's choice. Form: A narrative Taught writing objectives: • L.O: To analyse how an author has developed characters and settings. • To analyse an author's language choices. • To use appropriate terminology. • L.O: To use and apply vocabulary and sentence structures that are appropriate for informal and formal speech / writing. • L.O: To describe settings, characters and atmosphere with effective language choices. • Can use vocabulary appropriately and for effect. • L.O: To integrate dialogue into narratives to convey character. • L.O: To convert nouns or adjectives into verbs using suffixes. (suffixes -ate, -ise, -ify) • L.O: To use verb prefixes. (dis-, de-, mis-, re-, over-, un-, out-) **Cosmic' by Frank Cottrell-Boyce** Purpose: To inform and explain. Audience: Pupil's choice. Form: A non-chronological report. Taught writing objectives: • L.O: To analyse the features of non-chronological reports. • To analyse how an author has constructed a text. • To use appropriate terminology. • L.O: To mark boundaries between independent clauses. (using semi-colons, colons or dashes)	**Writing** **'Holes' by Louis Sachar** Purpose: To inform and persuade. Audience: People who could be convinced to visit a specific location / attraction (pupil's choice). Form: A brochure. Taught writing objectives: • L.O: To analyse the stylistic and structural features of brochures. • To use appropriate terminology. • L.O: To identify when commas have been used to clarify meaning or avoid ambiguity. • L.O: To use commas to clarify meaning or avoid ambiguity. • L.O: To identify when hyphens have been used to avoid ambiguity. • L.O: To use hyphens to avoid ambiguity (creating compound adjectives). • L.O: To use a range of organisational and presentational devices to structure a text (numbered lists, bullet points, headings and sub-headings, information boxes) • L.O: To use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. ('Noun / which, where, who sentences' A relative clause can be used to give additional information about a noun.) **'Holes' by Louis Sachar** Purpose: To describe and inform. Audience: To the authorities at Camp Green Lake Form: A character analysis / report. Taught writing objectives:

	e.g. ('The more, the more sentences' This sentence is best for demonstrating how to build cohesion within paragraphs by avoiding repetition through using appropriate pronouns.)	the character's outward actions. The second (placed in brackets) shows the characters true INNER feelings. • dashes (Dashes can be used in place of brackets to indicate parenthesis; they offer a slightly less formal tone in writing.) • 'Name - adjective pair - sentences' This sentence works on a show and tell basis where the name and details form the main / independent clause (tell). The parenthesis (added information) within the dashes shows what the character was like. • L.O: To use a range of devices to build cohesion within paragraphs. • L.O: To link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, **'Tudor History Workshop'** Purpose: To inform and explain Audience: The diary (the person's internal thoughts) Form: A diary entry Taught writing objectives: • L.O: To use modal verbs to indicate degrees of possibility. • L.O: To use a range of punctuation to indicate parenthesis. • commas (The mildest form of parenthesis, for when you want to quickly insert a detail without distracting the reader, is a subordinate clause: a nonessential phrase framed by a pair of commas.) • brackets • formal - (for detail or clarification) • informal - (for an aside to the reader) • 'O.(I.) - outside (inside) sentences' These sentences are made up of 2 related sentences. The first sentence tells the reader the character's outward actions. The second (placed in brackets) shows	• a list • a quotation • an explanation • L.O: To use dashes to mark boundaries between independent clauses • L.O: To recognise and identify the differences between informal and formal speech / writing • L.O: To use and apply vocabulary and sentence structures that are appropriate for informal and formal speech / writing.	the reader how the narrative is moving forward) **Poetry Performance Week: Rap Poems** Purpose: To entertain Audience: Other classes around the school Form: A poetry performance / recital **'Lunt Fort Roman History Trip'** Purpose: To persuade Audience: The crowd of _____ Form: A speech Taught writing objectives: • L.O: To analyse the features of a persuasive speech. • To use appropriate terminology. • L.O: To use a range of devices to build cohesion within paragraphs. • L.O: To use the perfect form of verbs to mark relationships of time and cause. • L.O: To use semi-colons to mark boundaries between independent clauses ('Some; others sentences' Some; others sentences begin with the word some and have a ; instead of a 'but' to separate the two parts) • L.O: To use colons to mark boundaries between independent clauses ('De: De sentences' A De: De sentence has 2 parts. The 1st part gives a description, the 2nd gives further details.) • Colons to introduce • a list • a quotation • an explanation • L.O: To use dashes to mark boundaries between independent clauses	• L.O: To use a colon to introduce a list. (a simple list where items are separated by commas) • L.O: To use semi-colons within lists. (a complex list sentence where more detail is provided about each item) • L.O: To create complex list sentences. (using colons and semi-colons) (A Complex List Sentence - 'Imagine 3 sentences' These sentences begin with the word 'Imagine' and then describe 3 things about a place, time or person. After the 3rd description there is a : followed by a statement saying there is such a time, place, person.) • L.O: To correctly list information when using bullet points.	• L.O: To analyse an author's language choices. • To use appropriate terminology. • L.O: To identify when the perfect form of verbs have been used to mark relationships of time and cause. • L.O: To use the perfect form of verbs to mark relationships of time and cause. • L.O: To build cohesion within paragraphs. (consistent tense, avoiding repetition, use of adverbs, adverbials, conjunctions, prepositions, and pronouns) • L.O: To link ideas across paragraphs (using adverbials of time e.g. later, place e.g. nearby, number e.g. secondly - or tense choices e.g. he had seen her before) • L.O: To use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. •

		the characters true INNER feelings. • Dashes (Dashes can be used in place of brackets to indicate parenthesis; they offer a slightly less formal tone in writing.) • 'Name - adjective pair - sentences' This sentence works on a show and tell basis where the name and details form the main / independent clause (tell). The parenthesis (added information) within the dashes shows what the character was like. • L.O: To use a range of devices to build cohesion within paragraphs. • L.O: To link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby,				
Reading	**Book Talk:** 'Clockwork' by Philip Pullman **Teacher Read Class Stories:** 'Crater Lake' by Jennifer Killick 'Street Child' by Berlie Doherty **Science Texts:** 'Ada Twist: Scientist' by Andrea Beaty & David Roberts (Properties and Changes of Materials)	**Book Talk:** 'There's a Boy in the Girls' Bathroom' by Louis Sachar **Teacher Read Class Stories:** 'The Explorer' by Katherine Rundell **Science Texts:** 'Curiosity: The Story of a Mars Rover' by Markus Motum (Earth and Space)	**Book Talk:** 'Cosmic' by Frank Cottrell-Boyce **Teacher Read Class Stories:** 'The Boy at the Back of the Class' by Onjali Q. Rauf **Science Texts:** 'The Tin Snail' by Cameron McAllister (Forces)	**Book Talk:** 'Cosmic' by Frank Cottrell-Boyce **Teacher Read Class Stories:** 'Malamander' by Simon P. Clark **Science Texts:** 'You're Only Old Once' by Dr. Suess (Animals, including humans)	**Book Talk:** 'Holes' by Louis Sachar **Teacher Read Class Stories:** 'Boy in the Tower' by Polly Ho-Yen **Science Texts:** 'Beetle Boy' by M.G. Leonard (Living things and their habitats)	**Book Talk:** 'Holes' by Louis Sachar **Teacher Read Class Stories:** 'The Girl Who Stole an Elephant' by Nizrana Farook
Spelling Rules	1.Words ending in '-ious.' 2.Words ending in '–cious.' If the root word ends in –ce the sound is usually spelled '-cious.' 3.Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. 4.Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. 5.Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. 6.Challenge words.	8.Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place. 9.Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. 10. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.' 11.Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably	14.Adverbs of time (temporal adverbs) these are words to develop chronology in writing. 15. Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn't doubled. 16.Words with 'silent' letters at the start. 17. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 18.Challenge Words.	19. Words spelled with 'ie' after c. 20. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. 21. Words containing the letter string 'ough' where the sound is /aw/. 22. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow. 23.Adverbs of possibility. These words show the possibility that something has of occurring.	24.Challenge Words. 25. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 26.These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 27.These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 28.These words are homophones or near homophones. They	30.Challenge Words. 31.Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. 32.Challenge Words. 33.Revision: Year 5 words. 34.Revision: Year 5 words. 35.Revision: Year 5 words.

	7.Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.	12.Challenge Words. 13. Words ending in '-able.' If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.			have the same pronunciation but different spellings and/or meanings. 29.These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	