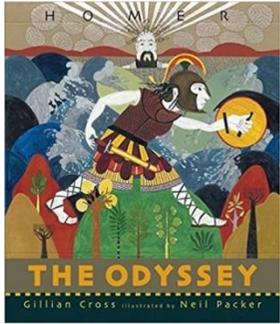
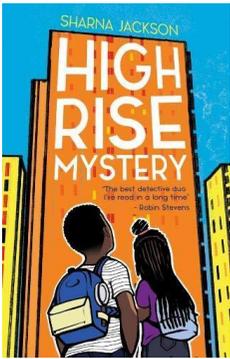
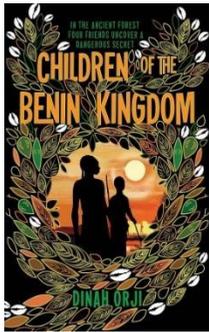
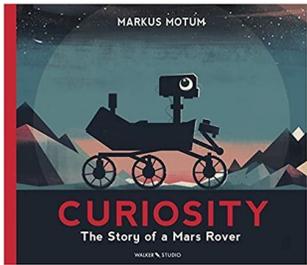
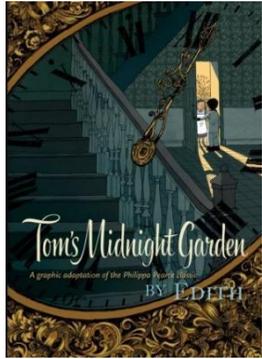
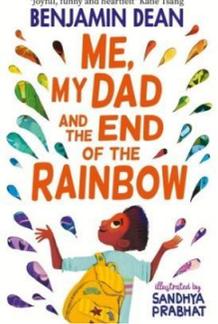
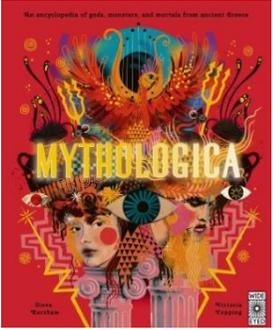
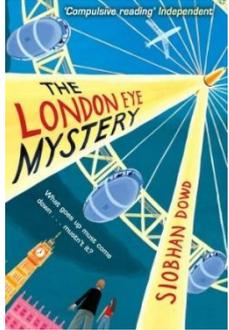
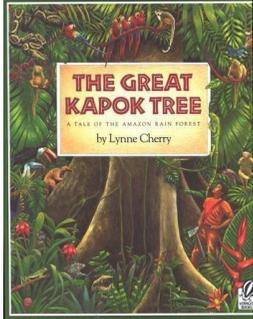
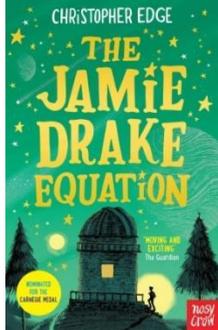
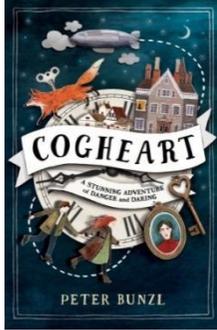
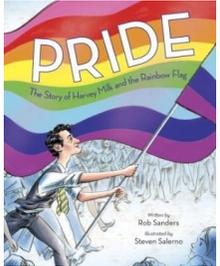
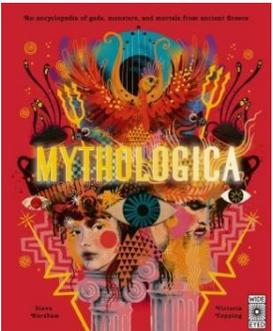
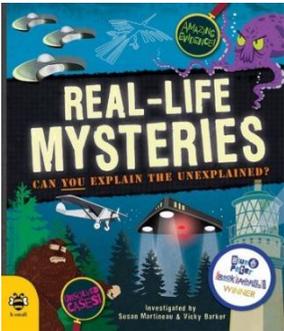
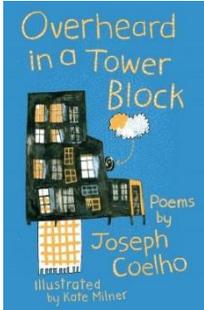
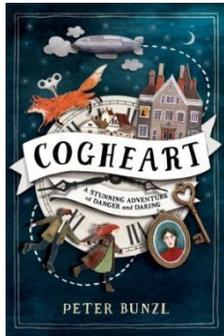
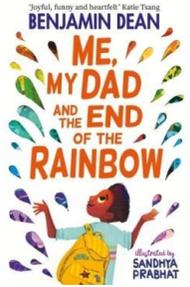


English: Year 5

Connections to the Wider Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	Animals including humans	Forces	Earth and Space	Living things and habitats	Properties/Materials	
<b>History</b>	Ancient Greece		Kingdom of Benin		Victorian Education	
<b>Geography</b>	Earthquakes	Extreme Weather	Rainforests	Rivers	U.K Geography	Fair Trade
<b>RE</b>	What do the miracles tell us about Jesus?	What can we learn from wisdom? How do art and music convey Christmas?	What is Buddhism?	The contemporary Anglican Church.	What does it mean to be Buddhist?	Understanding faith in Highgate.
<b>PSHE</b>	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>English Topic</b>	<b>Ancient Greece</b> <i>"Take courage my heart: you have been through worse than this."</i>	<b>Detectives and Mystery</b> <i>"If you think finding a body is a fun adventure, you're 33% right."</i>	<b>Rainforests</b> <i>"The rainforest was her only hope..."</i>	<b>Earth and Space</b> <i>"Wherever you are in the world right now, I'm a very long way away. I'm not even on the same planet as you."</i>	<b>Victorians</b> <i>"The soul's a matter of the heart, Robert, and the hearts a mystery even the greatest scientists don't understand"</i>	<b>Pride Month</b> <i>"Rights are won by those who make their voices heard."</i>
<b>English Core Texts</b>						
<b>Resources to Support Planning</b>	The Odyssey by Gillian Cross <a href="#">Literacy Tree Planning Sequeunce</a>	High Rise Mystery by Sharna Jackson <a href="#">Literacy Tree Planning Sequeunce</a>	Children of the Benin Kingdom by Dinah Orji <a href="#">Literacy Tree Planning Sequeunce</a>	Curiosity: The Story of the Mars Rover by Markus Motum <a href="#">Literacy Tree Planning Sequeunce</a>	Tom's Midnight Garden: A Graphic Novel Adaptation by Edith <a href="#">CLPE</a>	Me, My Dad and the End of the Rainbow by Benjamin Dean Previous Planning

<p><b>Additional Core Text</b></p> <p>This can be used instead of or as well as the core text.</p>						
<p><b>Resources to Support Planning</b></p>	<p>Mythologica by Stephen Kershaw</p> <p>Previous Planning</p>	<p>The London Eye Mystery by Siobhan Dowd</p> <p><a href="#">CLPE</a></p>	<p>The Great Kapok Tree by Lynne Cherry</p> <p><a href="#">CLPE</a></p>	<p>The Jamie Drake Equation by Christopher Edge</p> <p>Previous Planning</p>	<p>Cogheart by Peter Bunzl</p>	<p>Pride: The Story of Harvey Milk and the Rainbow Flag</p> <p><a href="#">Literacy Tree Planning</a></p> <p><a href="#">Sequeunce – to adapt from Yr 4</a></p>
<p><b>Guided Reading/ Story Time</b></p>						
<p><b>Resources to Support Planning</b></p>	<p>Mythologica by Stephen Kershaw</p> <p><a href="#">Literacy Leaf</a></p>	<p>Real Life Mysteries by Susan Martineau</p> <p><a href="#">Literacy Leaf</a></p>	<p>Overheard in the Tower Block by Joseph Coelho</p> <p><a href="#">Literacy Leaf</a></p>	<p>The Race to Space by Clive Gifford</p> <p><a href="#">Literacy Leaf</a></p>	<p>Cogheart by Peter Bunzl</p> <p><a href="#">Literacy Leaf</a></p>	<p>Me, My Dad and the End of the Rainbow by Benjamin Dean</p> <p><a href="#">Literacy Leaf</a></p>
<p><b>Genres Covered</b></p>	<p>Information Text Myths and Legends –Narrative Character Description Speeches</p>	<p>Police Report Setting Description Character Description Dialogue</p>	<p>Diary entries Survival guide Informal letter</p>	<p>Newspaper Article Science Fiction NASA Log</p>	<p>Persuasive Writing Poetry Setting description</p>	<p>Pride poetry Diary entries Biography – LGBTQ+ figure</p>

Reading	Word Reading	Comprehension
	<ul style="list-style-type: none"> <li>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling</li> </ul> <p><a href="https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf">https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf</a></p>	<p><b>Maintain positive attitudes to reading by:</b></p> <ul style="list-style-type: none"> <li>Increasing 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</li> <li>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction</li> <li>Independently reading longer texts with sustained stamina and interest</li> <li>Recommending books to their peers with detailed reasons for their opinions</li> <li>Identifying and discussing themes within books</li> <li>Making comparisons within books</li> <li>Participating in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>Preparing poems and plays to read aloud</li> </ul> <p><b>Understanding what they read by:</b></p> <ul style="list-style-type: none"> <li>Checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve his/her understanding of complex texts.</li> <li>Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Evaluating how authors use language, including figurative language, considering the impact on the reader</li> <li>Distinguishing between statements of fact and opinion</li> <li>Retrieving, recording and presenting information from non-fiction</li> <li>Identifying the meaning of words in context</li> </ul>
<b>Greater Depth</b>		
<ul style="list-style-type: none"> <li>Use precise evidence when answering questions about books e.g. Point + Evidence + Explanation</li> <li>Identify the meaning of more complex words in context</li> <li>Use knowledge of root words/prefixes/suffixes to understand meanings of words</li> <li>Read further exception words noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>		

**Spoken Language**

- Listen and respond appropriately to adults and their peers
- Engage the interest of the listener by varying their expression and vocabulary
- Explain the effect of using different language for different purposes
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Prepare formal presentations individually or in groups
- Respond to questions generated by a presentation
- Develop ideas and opinions with relevant detail
- Express ideas and opinions, justifying a point of view
- Show understanding of the main points, significant details and implied meanings in a discussion
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views
- Challenge others' views courteously
- Begin to use standard English in formal situations
- Perform their own compositions, using appropriate intonation and volume so that meaning is clear
- Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone
- Understand and begin to select the appropriate register according to the context

**Greater depth**

- Convincingly present a view that is different to own or play Devil's Advocate
- Develop and refine strategies for taking notes quickly
- Ask relevant but original questions

**Writing:  
Composition**

**Non-Negotiables:**

- Use full stops and capital letters inc. proper nouns
- Use commas in lists and after fronted adverbials
- Use exclamation marks and questions marks
- Use apostrophes for contraction and possession
- Use paragraphs

**Plan:**

- Identifying the audience and purpose of the writing, selecting the appropriate form and using other writing as models
- Noting and developing initial ideas, drawing on reading and research where necessary
- Structuring narratives through reasoned consideration of how authors develop characters and settings

**Write:**

- For a range of purposes
- Using simple devices to structure non-fiction pieces e.g. headings/subheadings/bullet points/tables
- In narratives describe characters and settings and create atmosphere
- Use a range of devices to build cohesion e.g. pronouns/synonyms/adverbials/conjunctions
- Link ideas across paragraphs using adverbials
- Use informal or formal vocabulary e.g. big/large
- Use informal or formal sentence structure e.g use of subjunctive 'If I were to come...' or contractions 'He's your friend, isn't he?'
- Use varied and rich vocabulary
- Use varied descriptive techniques (verbs, adverbs, adjectives, metaphor, personification, onomatopoeia, simile, symbolism etc.)
- Use a range of sentence structures (see sentence objectives in next table)
- Use a range of punctuation (see punctuation objectives in next table)
- Use dialogue in narratives to convey character
- Use verb tenses consistently and correctly
- Maintain a joined, legible style

**Improve:**

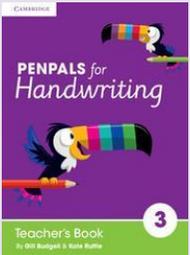
- Proposing reasoned changes to grammar, punctuation and vocabulary
- Ensuring correct tense and subject/verb agreement
- Proof read for spelling and punctuation errors
- Evaluate and edit – making improvements to grammar and vocabulary

**Greater Depth**

- Create own success criteria
- Use increasingly complex figurative language to convey meaning and evoke emotion
- Draw on literary language for meaning and effect
- Maintain control over punctuation and language

Writing: Vocabulary, Grammar and Punctuation	Punctuation	Text	Sentence	Word
<b>Terminology for pupils:</b>  Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion ambiguity	<ul style="list-style-type: none"> <li>• Full stops and capital letters, including proper nouns (NN)</li> <li>• Exclamation marks and question marks (NN)</li> <li>• Commas in lists (NN)</li> <li>• Apostrophes for contraction and possession (NN)</li> <li>• Commas to mark clauses, clarify meaning and avoid ambiguity</li> <li>• Speech marks/inverted commas for direct speech</li> <li>• Bullet points</li> <li>• Dashes, brackets and commas for parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Use organisational and presentational devices to structure text (bullet points, tables, headings etc)</li> <li>• Use devices to build cohesion within a paragraph (e.g. avoiding repetition, adverbials, conjunctions)</li> <li>• Linking ideas across paragraphs using adverbials of time and place</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses and relative pronouns</li> <li>• Embedded clauses (parenthesis)</li> <li>• Subordinate clauses</li> <li>• Adverbs to indicate a degree of possibility</li> <li>• Modal verbs to indicate possibilities</li> <li>• Fronted adverbials</li> <li>• Subordinating and coordinating conjunctions</li> <li>• Adverbs and adverbial phrases</li> <li>• Prepositions and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes</li> <li>• Words with hyphen</li> <li>• Words ending in -ant, -ance, -ancy, -ent, -ence, -ency and the different word classes</li> <li>• Identifying and using root words</li> </ul>
<b>Greater depth</b>				
<ul style="list-style-type: none"> <li>• Write sentences which can mean different things with different punctuation e.g. Let's eat, Grandma vs Let's eat Grandma</li> <li>• Research etymology of words and share with class</li> <li>• Use a range of sentence structuring inc. length and clause structure</li> <li>• Experiment with how word order can create different effects</li> </ul>				

Spelling	Term 1	Term 2	Term 3
<p>Outlined in <b>Babcock No Nonsense Spelling Pathway</b></p> 	<p><b>Revisit</b> Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession</p> <p><b>Rare GPCs</b> Words with 'silent' letters</p> <p><b>Morphology/ Etymology</b> Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p><b>Word endings</b> Words with the letter string '-ough' Words ending in '-able' and '-ible'</p> <p><b>Homophones</b> <i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i></p> <p><b>Hyphen</b> Use of the hyphen (<i>co-ordinate, co-operate</i>)</p> <p><b>Dictionary</b> Use of a dictionary to support teaching of word roots, derivations and spelling patterns Use of a dictionary to create word webs</p> <p><b>Proofreading</b> Focus on checking words from personal lists.</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5/ 6 word list.</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go Apostrophe for possession</p> <p><b>Rare GPCs</b> Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>) Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</p> <p><b>Morphology/ Etymology</b> Teach extension of base words using word matrices.</p> <p><b>Word endings</b> Words ending in '-ably' and '-ibly' Revise words ending in '-able' and '-ible'</p> <p><b>Homophones</b> <i>altar/alter, led/lead, steal/steel</i></p> <p><b>Dictionary</b> Use a dictionary to create collections of words with common roots</p> <p><b>Proofreading</b> Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>	<p><b>Revisit</b> Strategies at the point of writing: Have a go A range of strategies for learning words</p> <p><b>Homophones</b> <i>(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</i></p> <p><b>Suffixes</b> Problem suffixes</p> <p><b>Dictionary</b> Teach use of dictionary to check words, refer- ring to the first three or four letters</p> <p><b>Proofreading</b> Check writing for misspelt words that are on the Years 5 and 6 word list</p> <p><b>Morphology/ Etymology</b> Teach morphemic and etymological strategies to be used when learning specific words</p> <p><b>Learning and Practising spellings</b> Pupils:</p> <ul style="list-style-type: none"> <li>Learn selected words taught in new knowledge this term.</li> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists.</li> </ul> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.</p>

Handwriting	Term 1	Term 2	Term 3
<p>Outlined in <b>Penpals for Handwriting</b> Scheme and Scope</p> 	<ul style="list-style-type: none"> <li>• Introducing sloped writing in letter families</li> <li>• Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st</li> <li>• Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ie, en</li> <li>• Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho</li> <li>• Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob</li> <li>• Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve</li> <li>• Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo</li> <li>• Practising sloped writing: joining from ra, re, ri, ro, ru</li> <li>• Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp</li> <li>• End-of-term check</li> </ul>	<ul style="list-style-type: none"> <li>• Practising sloped writing: proportion – joining from f to ascender: fl, ft</li> <li>• Practising sloped writing: size – joining from f, no ascender: fa, fe, fi, fo, fu</li> <li>• Different styles for different purposes: writing a paragraph</li> <li>• Practising sloped writing: speed: ff</li> <li>• Practising sloped writing: speed and legibility: rr</li> <li>• Practising sloped writing: size, proportion and spacing: ss</li> <li>• Practising sloped writing: building speed: qu</li> <li>• Different styles for different purposes: decorative alphabets</li> <li>• Different styles for different purposes</li> <li>• End-of-term check</li> </ul>	<ul style="list-style-type: none"> <li>• Sloped writing: proportion, joining p and b to ascenders: ph, pl, bl</li> <li>• Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr</li> <li>• Practising sloped writing: parallel downstrokes: pp, bb</li> <li>• Practising sloped writing: all double letters</li> <li>• Practising sloped writing for speed: tial, cial</li> <li>• Practising sloped writing for fluency</li> <li>• Personal style</li> <li>• Handwriting for different purposes: print alphabet</li> <li>• Assessment</li> <li>• Capitals</li> </ul>