



Oracy

- ✓ Listen and respond appropriately to adults and their peers
- ✓ Ask relevant questions to extend their understanding and knowledge
- ✓ Use relevant strategies to build their vocabulary
- ✓ Articulate and justify answers, arguments and opinions
- ✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✓ Speak audibly and fluently with an increasing command of Standard English
- ✓ Participate in discussions, presentations, performances, role play, improvisations and debates
- ✓ Gain, maintain and monitor the interest of the listener(s)
- ✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others
- ✓ Select and use appropriate registers for effective communication

Spelling

- ✓ Endings spelt -cious or -tious
- ✓ Endings spelt -cial/tial
- ✓ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency
- ✓ Words ending in -able and -ible
- ✓ Words ending in -ably and -ibly
- ✓ Words with the l before e rule except after c
- ✓ Words containing the letter- string ough
- ✓ Words with 'silent' letters
- ✓ Homophones and other words that are often confused
- ✓ Common exception word list Year 5/6

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
- ✓ Choose the writing implement that is best suited for a task

Vocabulary, Grammar and Punctuation

- ✓ Convert nouns or adjectives into verbs using suffixes -ate; -ise; -ify
- ✓ Understand verb prefixes dis-, de-, mis-, over- and re-
- ✓ Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- ✓ Indicate degrees of possibility using adverbs [perhaps, surely] or modal verbs [might, should, will, must]
- ✓ Use devices to build cohesion within a paragraph [then, after that, this, firstly]
- ✓ Link ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before]
- ✓ Use brackets, dashes or commas to indicate parenthesis
- ✓ Use commas to clarify meaning or avoid ambiguity
- ✓ Use the perfect form of verbs to mark relationships of time and cause
- ✓ Use expanded noun phrases to convey complicated information concisely

Terminology

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity



Word reading

- ✓ Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.

Reading comprehension

- ✓ Maintain positive attitudes to reading and understanding of what they read
- ✓ Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ✓ Read books that are structured in different ways and read for a range of purposes
- ✓ Increase 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
- ✓ Recommend books that they have read to their peers, giving reasons for their choices
- ✓ Identify and discuss themes and conventions in and across a wide range of writing
- ✓ Make comparisons within and across books
- ✓ Learn a wider range of poetry by heart
- ✓ Prepare 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

In books read independently:

- ✓ Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ✓ Ask questions to improve their understanding
- ✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ✓ Predict what might happen from details stated and implied
- ✓ Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- ✓ Identify 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



Whole School Curriculum Map by Subject: English

Year 5

Texts to lead learning

Autumn Term (Visitors) The Lost Thing- Shaun Tann Skellig – David Almond The Highwayman-Alfred Noyes Cosmic (space link) – Frank Cottrell Boyce The Jamie Drake Equation (space link) – Christopher Edge Willow Pattern Story – Allan Drummond	Spring Term (From the Norse) Beowulf Odd and the Frost Giants – Neil Gaiman Viking Boy – Tony Bradman The Time-Travelling Cat and the Viking Terror – Julia Jarman Norse Myths – Kevin Crossley-Holland A Thousand Year Old Boy – Ross Welford	Summer Term (Survival) The Girl of Ink and Stars - Kiran Millwood Hargrave The Last Wild – Piers Torday Kensuke’s Kingdom Michael Morpurgo Survivors – David Long Scavengers – Darren Simpson The Island at the End of Everything – Kiran Millwood Hargrave Pax – Sara Pennypacker Fly by Night – Frances Hardinge
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Suggested texts for class reads (as well as above)

Who Let the Gods Out – Maz Evans
Mold and the Poison Pot – Lorraine Gregory
The Firework Maker’s Daughter – Philip Pullman
Wonder – R.J. Palacio
The Nowhere Emporium – Ross Mackenzie
Lionboy – Zizou Corder



Writing transcription

- ✓ Use further prefixes and suffixes and understand the guidance for adding them
- ✓ Spell some words with silent letters
- ✓ Continue to distinguish between homophones and other words which are often confused
- ✓ Spell words from the common exception word list for this year group and the previous year groups
- ✓ Use dictionaries to check the spelling and meaning of words
- ✓ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- ✓ Use a thesaurus

Writing composition

Plan their writing:

- ✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ✓ Note and develop initial ideas, drawing on reading and research where necessary
- ✓ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write:

- ✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ✓ In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- ✓ Précise longer passages
- ✓ Use a wide range of devices to build cohesion within and across paragraphs



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- ✓ Use further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]

Evaluate and edit:

- ✓ Assess the effectiveness of their own and others' writing
- ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ Ensure the consistent and correct use of tense throughout a piece of writing
- ✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ✓ Proof-read for spelling and punctuation errors
- ✓ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear