

## Year Five English Curriculum

| Knowledge progression | Grammar                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Punctuation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Text and composition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Handwriting                                                                                                                                                                                                                                                                 |
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| Autumn                | <p>Revision of previously taught grammar e.g.</p> <ul style="list-style-type: none"> <li>Understand that a simple sentence contains a subject, verb and 'one complete idea' and that we can use the term 'main clause'.</li> <li>Know that we can build detail to our sentences by adding adjectives and adverbs and have an understanding of synonyms and antonyms.</li> <li>Understand the difference between a main clause, subordinate clause and a phrase.</li> </ul> | <p>Revision of previously taught punctuation e.g.</p> <ul style="list-style-type: none"> <li>full stops, capital letters, commas for lists, exclamation marks, question marks and apostrophes for contractions and possession.</li> </ul> <p>Revision of Year Four</p> <ul style="list-style-type: none"> <li>Use of inverted commas with increasing precision e.g. -new speaker, new line -punctuation inside the closing inverted comma -Punctuation after the reported clause at the start.</li> <li>Commas after a fronted adverbial (e.g. Later that day, I heard the bad news.)</li> <li>Use apostrophes to mark plural possession (e.g. the girl's name, the boys' boots).</li> </ul> | <p>Revision of Year Four</p> <ul style="list-style-type: none"> <li>Use WAGOLLS in order to understand and learn from their structure, vocabulary and grammar.</li> <li>Plan their writing by discussing and recording ideas.</li> <li>Draft and write in narratives, creating settings, characters and plot (a clear beginning, middle and end).</li> <li>Use appropriate structures in non fiction texts (e.g. specific layout devices like headings and sub headings to aid presentation.</li> <li>Organise writing into paragraphs understanding why a new paragraph is needed.</li> </ul> | <p>Revision of previously learnt spelling rules</p> <ul style="list-style-type: none"> <li>Common exception words Year Three and Four</li> <li>Adding suffixes: ed, ing, er, est, ment, ful, ness, less (doubling the consonant if there is a short vowel sound)</li> <li>Plurals and the associated rules</li> <li>i before e except after c rule.</li> <li>Silent letters <ul style="list-style-type: none"> <li>sion and -tion endings</li> </ul> </li> </ul> <p>Year Five</p> | <p>ning ping ting<br/>oc od oo<br/>ake ome are<br/>fla flo fle<br/>who wha whe<br/>ie in il<br/>inly ky ny<br/>ap ar an<br/>ick uck ack<br/>he we re<br/>fte fir fin<br/>wra wri kni<br/>ii ll tt rr nn mm cc<br/>oo dd ss ff<br/>ee ew ev ex<br/>th ht fl<br/>ac ag af</p> |

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|  | <ul style="list-style-type: none"><li>• Understand that a compound sentence is two or more main clauses joined by a co ordinating conjunction. FANBOYS.</li><li>• Understand that a complex sentence is a sentence which contains one main clause and one or more subordinate clauses.</li><li>• Be able to identify in a sentence: nouns, verbs, adjectives, conjunctions, determiners; pronouns, main clauses and adverbials.</li><li>• Indicating degrees of</li></ul> |  | <ul style="list-style-type: none"><li>• Proof-read for spelling and punctuation errors.</li></ul> | <ul style="list-style-type: none"><li>• common exception words</li><li>• homophones</li><li>• words ending in ious</li><li>• Be able to use a dictionary or thesaurus with growing confidence</li></ul> |  |
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|        | <p>possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely).</p> <ul style="list-style-type: none"> <li>• Use similes and alliteration in their writing.</li> </ul> |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                |                                                                                                                                                                         |
| Spring | <ul style="list-style-type: none"> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict</li> </ul>               | <ul style="list-style-type: none"> <li>• Secure understanding of using commas after a fronted adverbial (e.g. Later that day, I heard the bad news.)</li> <li>• Understand the difference between direct and reported speech.</li> <li>• Secure use of inverted commas and associated punctuation.</li> </ul> | <ul style="list-style-type: none"> <li>• Use more organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</li> <li>• Create more detailed settings, characters and plot</li> </ul> | <ul style="list-style-type: none"> <li>• words containing the letter string -ough including the /ph/ sound e.g. enough and the /o/ sound in dough.</li> <li>• endings that sound like /shl/ and are</li> </ul> | <p>Practise</p> <ul style="list-style-type: none"> <li>• previously taught joins.</li> <li>• Size of punctuation and numbers in comparison to other letters.</li> </ul> |

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|  | <p>maths teacher with curly hair.</p> <ul style="list-style-type: none"> <li>• Use a range of fronted adverbials (TRAMP)</li> <li>• Children are secure with terminology: co ordinating conjunctions for compound sentences, subordinating conjunctions for complex sentences.</li> <li>• Punctuating connecting adverbs that link ideas in two or more sentences correctly (e.g. The school bus arrived. Therefore, I climbed aboard.)</li> <li>• Begin to experiment with relative clauses</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to use brackets, dashes or commas to indicate parenthesis.</li> </ul> | <p>in narratives to engage a reader.</p> <ul style="list-style-type: none"> <li>• To use a range of cohesive devices to order sentences (e.g. secondly, meanwhile, finally).</li> <li>• To add more information or further evidence/examples (e.g. Furthermore, in addition, moreover).</li> <li>• To say the opposite or to compare (e.g. whereas, however, on the other hand, although).</li> <li>• To explain (e.g. in order to, in case, due to the fact that and therefore).</li> <li>• Use of pronouns (e.g. he, she, it)</li> <li>• Edit work by proposing changes to vocabulary, grammar and punctuation to</li> </ul> | <p>spelled -cial or -tial</p> <ul style="list-style-type: none"> <li>• words ending in -able and -ible</li> <li>• words ending in -ably and -ibly</li> <li>• homophones</li> <li>• words with silent letters</li> <li>• words ending in -ant and -ent</li> <li>• words ending in -ance/-ancy or -ence/-ency</li> <li>• Be able to use a dictionary or thesaurus with growing confidence.</li> </ul> | <ul style="list-style-type: none"> <li>• consistency and size of letters</li> <li>• leaving an equal space between letters</li> <li>• speedwriting</li> <li>• printing drafting and editing</li> <li>• Developing fluency</li> <li>• Practising overall presentation</li> </ul> |
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|        | <p>beginning with who, which, where, when, whose, that</p> <ul style="list-style-type: none"> <li>• Begin to discuss the function of parenthesis in writing.</li> <li>• Understand and identify different verb forms e.g. past/present progressive, past perfect etc.</li> <li>• Use metaphors and personification in their writing.</li> </ul> |                                                                                                                                                                                                                                                         | <p>enhance effects and clarify meaning.</p>                                                                                                                                      |                                                                                                                                                                                              |  |
| Summer | <ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose and that in their writing.</li> <li>• Begin to experiment</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>• To consistently apply the taught punctuation so far. E.g full stops, capital letters, commas in a list, exclamation marks, question marks, apostrophes for contraction/possession, inverted commas,</li> </ul> | <ul style="list-style-type: none"> <li>• Draft and write narratives using language or sentence structures to create atmosphere, mood, enhance meaning or create pace.</li> </ul> | <ul style="list-style-type: none"> <li>• Common exception words</li> <li>• Homophones</li> <li>• Revision of prefixes</li> <li>• Revision of contractions and missing apostrophes</li> </ul> |  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>with using parenthesis in their writing.</p> <ul style="list-style-type: none"> <li>• Attempt to use different verb forms mostly accurately with consideration for audience and purpose.</li> </ul> | <p>commas for adverbial phrases.</p> <ul style="list-style-type: none"> <li>• Secure use of brackets, dashes or commas to indicate parenthesis.</li> <li>• Use commas to clarify meaning or avoid ambiguity.</li> <li>• Begin to use colons, semi colons and dashes</li> </ul> | <ul style="list-style-type: none"> <li>• Increase stamina of writing by writing at increasingly more length, avoiding repetition and irrelevant ideas.</li> <li>• To use a wide range of words or phrases to link ideas across a text.</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Use paragraphs consistently to organise their writing.</li> </ul> | <ul style="list-style-type: none"> <li>• Converting nouns and adjectives into verbs</li> <li>• Turning adjectives into adverbs</li> <li>• Be able to use a dictionary or thesaurus with growing confidence</li> </ul> |  |
| <p><b>Key terminology:</b> conjunction, adverb/adverbial, preposition, direct speech, inverted commas (or “speech marks”), prefix, consonant, vowel, clause, subordinate clause, main clause, pronoun, possession, subordinating conjunction, co-ordinating conjunction, relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity, synonym and antonym</p>                                                                                                                                         |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                       |  |
| <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>• Perform his/her own compositions, using appropriate intonation, volume, and movement so that the meaning is clear</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume</li> <li>• Participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul> |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                       |  |
| <p><b>Other guidance:</b></p> <p>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear. They should continue to have opportunities to write for a range of real purposes and audiences as part of</p>                                                                                                                                                                                                |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                       |  |

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their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. There should be opportunities to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Grammar should be taught explicitly: pupils should be taught the terminology and concepts and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.