

Year 5 English Curriculum Overview and Skills

Reading KPIs:

<u>Year 5 Reading KPIs</u>
<ul style="list-style-type: none">• To read a proportion (>25%) of the Year 5 and 6 statutory words• Apply knowledge of root words, prefixes, suffixes to read aloud & understand the meaning of unfamiliar words.• Familiar with and can talk about a wide range of books and text types.• Summarise main points of an argument or discussion within their reading.• Make comparisons between two texts.• Appreciate that people use bias in persuasive writing.• Appreciate that two people may have a different view on the same event.• Draw inferences and justify with evidence from the text.

Reading Progression of Skills:

Reading Progression Map Year R- 6		
	Word Reading	Understanding Text
Year 5	<ul style="list-style-type: none">• To decode unfamiliar words drawing on phonic knowledge and skills• Apply knowledge of root words, suffixes and prefixes• Read age appropriate books with confidence and accuracy	<ul style="list-style-type: none">• To continue to read, listen and familiarise to a wider range of styles of text• To learn poems and perform these with volume and intonation• To use school and community libraries to choose books for pleasure and purpose• To understand that books are organised into a classification system and use this to find and retrieve information on a specific subject and topic• To recommend books to peers explain why these suggestions are made• To check what I read makes sense to me and explore meanings of unfamiliar words within a context• To continue to draw inferences and justify these with evidence e.g. direct quotation

		<ul style="list-style-type: none"> • To continue to make predications based on details stated and implied • Identify themes and conventions across a growing range of writing • To summarise the main ideas in more than one paragraph and identify some of the key ideas that helps in drawing this summary • To read and listen to whole books independently and as a class • Discuss and evaluate how authors use of language and the impact this has on the reader • Distinguish between facts and opinion
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Writing KPIs

<u>Year 5 Writing KPIs</u>
<ul style="list-style-type: none"> • To spell a proportion (>25%) of the Year 5 and 6 statutory words • Use range of sentence openers - add phrases to make sentences more precise and detailed. • Begin to adapt sentence structure to text type. • Use pronouns to avoid repetition. • Indicate degrees of possibility, using adverbs (e.g. perhaps, surely), or modal verbs (e.g. might, should, will). • Use the following to indicate parenthesis – brackets, dashes, comma. • Use commas to clarify meaning or avoid ambiguity. • Link clauses in sentences using a range of subordinating and co-ordinating conjunctions. • Consistently organise into paragraphs & link ideas across paragraphs using adverbials of time, place & number. • Write legibly, fluently and with increasing speed.

Writing Purpose for Writing/ Genre Outcomes

	Fiction	Non-Fiction	Poetry
5	<ul style="list-style-type: none"> To write a diary/ memoir in first person using appropriate form and features to inform To write character and setting descriptions which create vivid imagery to entertain To write stories where descriptions of character, settings and atmosphere advances drawing on techniques of authors to entertain Write stories that contain historical characters and events which draw on language and aspects of period to inform and entertain To write moral or ethical stories to entertain 	<ul style="list-style-type: none"> To write a non- chronological report where ideas are organised into cohesive paragraphs to inform To use a wider range of organisational devices and structure techniques to guide the reader e.g. underlining, bullet points, headings To write letter considering the formality and purpose to inform a specific audience Write persuasively using appropriate form for a given purpose and audience To write formally to inform To prepare and write a script to inform which demonstrates awareness of purpose and audience through language choice and form 	<ul style="list-style-type: none"> Perform poetry demonstrating an awareness of intonation, tone, volume and action with an audience in mind to engage the listener To learn a wider range of poetry by heart Make comparisons between different poetry forms

Writing Progression of Skills:

Writing Skills Progression Map Years R-6					
Year Group	Sentence Level	Punctuation	Spelling	Vocabulary/Grammatical terms	Handwriting
5	<ul style="list-style-type: none"> To use paragraphs to organise ideas. To use vocabulary to create atmosphere and reflect appropriate formality Demonstrate a confident and established voice 	<ul style="list-style-type: none"> Capital letters Full Stops ? accurately ! , for lists Apostrophe for contraction and singular possession Inverted commas to mark fragmented speech Apostrophe to mark plural possession. 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis -, de -, mis -, over - and re -] Year 5/6 spelling lists. 	<ul style="list-style-type: none"> Modal verbs Relative pronoun Relative clause/Parenthesis Bracket Dash Semi colon Cohesion Ambiguity 	<ul style="list-style-type: none"> Maintain fluent, legible and joined handwriting

	<ul style="list-style-type: none"> • Use a range of cohesive devices: Conjunctions Adverbials Linking ideas within paragraphs • Indicate degree of possibility through modal verbs and adverbs. • Know how to vary sentence structure for effect: - Relative clauses -embedded clauses- Subordinate clauses - Short sentences - Vary openers • To write relative clauses within sentences using who, which, where, when, whose • Add detail, qualification and precision by - Modifying adjectives - Using figurative language - using quantifiers (few/many/some) • To use the correct tense and person. • Use speech to move forward action 	<ul style="list-style-type: none"> • Use commas after fronted adverbials. • Use commas following a clause. <ul style="list-style-type: none"> • Use commas to avoid ambiguity • Brackets, dashes and commas to indicate parenthesis. • Begin to use semi - colons 		<ul style="list-style-type: none"> • Figurative language- simile, metaphor, personification • Conjunctions Co-ordinating- furthermore, nor Sub-ordinating- despite, hence Adverbs- <u>Time</u>- annually, fortnightly, for a while <u>Frequency</u>- hardly ever, frequently, generally <u>Manner</u>- deliberately, solemnly, Obediently <u>Place</u> <u>Degree</u>- completely, entirely <u>Reason</u>- due to, the cause of this... 	
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Sentence Types (Writer's Toolbox):

Sentence Type Progression Map Years 1-6		
Year Group	Writer's Toolkit Sentence Type	Progression Map reference
1	Simple Sentence	Use capital letters and full stops
2	Simple Sentence Red, White and Blue Sentence Power Sentence	Use capital letters and full stops Commas for lists adjectives/ verbs for description
3	Preposition Sentence Adverb Start sentence	Prepositions for time, place, cause, manner
4	-ed Start Sentence -ing Start sentence W Start Sentence Introduce Explore the Subject Sentence	Prepositions for time, place, cause, manner/ Commas after fronted adverbials Use commas following a clause
5	Secure Explore the Subject Sentence Semi-colon Sentence Em- Dash Sentence	Use commas following a clause/ relative clause/ parenthesis Use semi colon Use dashes to mark parenthesis
6	Consolidate the use of 12 sentence structures.	

Oracy KPIs:

Year 5 Oracy KPIs
<ul style="list-style-type: none">• Tell a story using notes designed to cue techniques, such as repetition, recap and humour• Present a spoken argument, sequencing points logically, defending views with evidence/ knowledge of the wider world and making use of persuasive language• To project voice to a larger audience• Use and explore different question types

- Maintain a given role/viewpoint effectively throughout a discussion or debate and be able to bring discussion back to purpose if deviates.
- Demonstrate a more responsive attitude towards different audiences, adapting talk to meet their needs and demands.
- Recognises and use appropriately some features of formal and informal speech, vocabulary and grammar.
- Ask questions that develop their own and others' ideas.
- Use vocabulary for effect, with a reasonably wide range.

Tier 2 Vocabulary- Level 7- Year 5:

aspire	manipulate
pungent	quench
avid	Iconic
bewilder	noteworthy
concur	notorious
conjure	pelt
devour	imply
distraught	predatory
flabbergasted	robust
hunch	primitive
impede	imagery
infamous	simultaneously
insinuate	sullen
lavish	unscathed
legitimate	vindictive

lurk	vocation
opposing	wince
obnoxious	wrath

Core Text:

Subject:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English						
Teaching from a book	<p>The Lost Thing</p>  <p>Shaun Tan</p>	<p>The Tempest</p>  <p>William Shakespeare</p>	<p>Hidden Figures</p>  <p>Margot Lee Shetterly</p>	<p>Curiosity</p>  <p>Markus Motum</p>	<p>The Island</p>  <p>Armin Gredder</p>	<p>The Odyssey</p>  <p>Gillian Cross (Homer adaptation)</p>