



# English Curriculum

## Summer Term

### Year Five



Class Text: The  
Infinite by Patience  
Agbabi

Week	Key Objectives	Grammar & Punctuation	Spellings	Handwriting	Additional Texts
1	To be able to describe settings, characters and atmosphere in narratives;	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	words containing /ough/  though, although, dough, doughnut, through, cough, trough, rough, tough, enough	c/C, a/A, o/O	<b>Portal Stories:</b>  The Door by Miroslav Holub (Poem studied in Year 3)  Video of Stargate  Elf Road by Pie Corbett  The Lion, the witch and the wardrobe by C. S. Lewis (Studied in Year 4)  The Hobbit by J. R. Tolkien  The Tunnel by Anthony Browne (Class read-aloud in Year 2)
2	To be able to describe settings, characters and atmosphere in narratives;	Using expanded noun phrases to convey complicated information concisely.	words containing /ough/  plough, wrought drought, ought bough, thought brought, borough bought, thorough	d/D, g/G	
3	To be able to describe settings, characters and atmosphere in narratives;	Using expanded noun phrases to convey complicated information concisely.	statutory spellings  amateur, recognise bargain, identity ancient, twelfth muscle, develop queue, harass visit	s/S, e/E	



# English Curriculum

## Summer Term

### Year Five



**Class Text:** The Infinite by  
Patience Agbabi

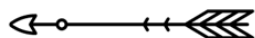
Week	Key Objective	Grammar & Punctuation	Spellings	Handwriting	Additional Texts
4	To be able to use commas to clarify meaning or avoid ambiguity.	<b>Adverbials of time</b>  yesterday, eventually, later previously, tomorrow, recently immediately, finally, earlier, lately		t/T, l/L, i/I	<b>Portal Stories:</b>  The Door by Miroslav Holub (Poem studied in Year 3)  Video of Stargate  Elf Road by Pie Corbett  The Lion, the witch and the wardrobe by C. S. Lewis (Studied in Year 4)  The Hobbit by J. R. Tolkien  The Tunnel by Anthony Browne (Class read-aloud in Year 2)
5	To be able to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<b>Adverbials of place</b>  nearby, outside nowhere, underneath, everywhere, upstairs, inside behind, downstairs somewhere		v/V, w/W	



# English Curriculum

## Summer Term

### Year Five



**Class Text:** The Arrow  
and the Song  
by Henry Wadsworth  
Longfellow

Week	Key Objective	Grammar & Punctuation	Spellings	Handwriting	Additional Texts
1	To be able to use further organisational and presentational devices to structure text and to guide the reader.	To be able to indicate degrees of possibility using modal verbs.	<b>Polysyllabic Words</b>  with Unstressed Vowels definite, dictionary literate, familiar desperate, Wednesday secretary, original stationary, animal	k/K, y/Y	<b>Poems with striking metaphors that are used to help the reader understand a big idea or possibility:</b>  A Poison tree by William Blake  A word is Dead by Emily Dickinson  Hope is the thing with feathers by Emily Dickinson  Image Poem by Pie Corbett (Catalysts - Poems for Writing)  A Late Walk by Robert Frost  The Road Not Taken by Robert Frost  What are Heavy? by Christina Rossetti
2	To be able to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	To be able to indicate degrees of possibility using modal verbs.	<b>adding verb prefixes de- and re-</b>  deflate, deform, decode, decompose, defuse, recycle, rebuild, rewrite, revisit	p/P, r/R	
3	To be able to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	To be able to indicate degrees of possibility using modal verbs.	<b>Adding Verb Prefixes over-</b>  overthrow, overestimate overslept, overpaid overturn, overuse overcook, overlook overreact, overbalance	n/N, m/M	



# English Curriculum

## Summer Term

### Year Five



**Class Text:**  
Amazing  
Muslims who  
Changed the  
World.

Week	Key Objectives	Grammar & Punctuation	Spellings	Handwriting	Additional Texts
1	To be able to write multi-clause complex sentences using a wide array of subordinating conjunctions	<b>Adverbials of manner</b>  Gently, comfortably, foolishly, gracefully, greedily, hardly, hungrily, joyously		q/Q, u/U	<b>Similar texts that focus on notable figures:</b>  Black and British by David Olusoga (Studied in Year 4)  Fantastically Great Women Who Changed The World (Studied in Year 1)
2	To be able to write multi-clause complex sentences using a wide array of subordinating conjunctions	To use brackets, dashes or commas to begin to indicate parenthesis.	<b>To spell many complex homophones correctly, e.g.</b>  affect/effect, practice/practise, etc.	o/O, e/E	
3	To be able to write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	To use brackets, dashes or commas to begin to indicate parenthesis.	<b>To spell many complex homophones correctly, e.g.</b>  affect/effect, practice/practise, etc.	x/X, z/Z	

Week	Key Objective	Grammar & Punctuation	Spellings	Handwriting	Additional Texts
4	<b>To be able to use further organisational and presentational devices to structure text and to guide the reader</b>	To able to convert nouns or adjectives into verbs using suffixes	To spell many words correctly from the Y5/6 statutory spelling list.	Revisit this term's handwriting foci.	<b>Similar texts that focus on notable figures:</b>  Black and British by David Olusoga (Studied in Year 4)  Fantastically Great Women Who Changed The World (Studied in Year 1)
5	<b>To be able to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</b>	To able to convert nouns or adjectives into verbs using suffixes	To spell many words correctly from the Y5/6 statutory spelling list.	Revisit this term's handwriting foci.	

## Writing Curriculum: Sequence of Objectives

Year Five

Main Objectives in Sequential Order	Spelling Objectives in Sequential Order	Composition Objectives
<ol style="list-style-type: none"> <li><b>To be able to describe settings, characters and atmosphere in narratives;</b></li> <li>To be able to use expanded noun phrases to convey complicated information concisely.</li> <li><b>To be able to write multi-clause complex sentences using a wide array of subordinating conjunctions</b></li> <li><b>To be able to write multi-clause complex sentences</b></li> <li><b>To know when a comma is needed in a multi-clause complex sentence</b></li> <li><b>To be able to write adverbial phrases for time (when), manner (how) and place (where)</b></li> <li><b>To be able to write fronted adverbials and punctuate them correctly</b></li> <li><b>To be able to use commas to clarify meaning or avoid ambiguity.</b></li> <li>To be able to write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>To be able to integrate dialogue to convey character and advance the action in narrative</li> <li>To be able to use brackets to indicate parenthesis.</li> <li>To be able to use commas to indicate parenthesis.</li> <li>To be able to use dashes to indicate parenthesis.</li> <li><b>To be able to use devices to build cohesion within a paragraph</b></li> <li>To be able to link ideas across paragraphs using adverbials of time</li> <li>To be able to link ideas across paragraphs using adverbials of place</li> <li>To be able to link ideas across paragraphs using adverbials of number</li> <li>To be able to use a wide range of devices to build cohesion within and across paragraphs;</li> <li><b>To be able to indicate degrees of possibility using adverbs</b></li> </ol>	<ol style="list-style-type: none"> <li>To be able to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>To be able to use a thesaurus to find synonyms and antonyms</li> <li><b>To be able to spell all of the words in the year 5/6 spelling list</b></li> <li><b>To be able to convert nouns or adjectives into verbs using suffixes</b></li> <li><b>To be able to turn adjectives into adverbs by adding the suffix -ly</b></li> <li><b>To be able to use a variety of verb prefixes</b></li> <li>To be able to use further prefixes and suffixes and understand the guidance for adding them.</li> <li>To be able to spell some words with 'silent' letters</li> <li>To be able to distinguish between homophones and other words which are often confused.</li> <li>To be able to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).</li> </ol>	<ol style="list-style-type: none"> <li>To be able to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> <li><b>To be able to use further organisational and presentational devices to structure text and to guide the reader</b></li> <li>To be able to plan their writing by using other similar writing as models for their own compositions;</li> <li>To be able to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary;</li> <li>To be able to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li><b>To be able to plan their writing by identifying the audience for and purpose of the writing;</b></li> <li><b>To be able to plan their writing by selecting the appropriate form and using other similar writing;</b></li> <li>To be able to draft and write by selecting appropriate grammar and vocabulary;</li> <li>To be able to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</li> <li><b>To be able to evaluate and edit by proof-reading for spelling and punctuation errors</b></li> </ol>

<p>20. <b>To be able to indicate degrees of possibility using modal verbs</b></p> <p>21. To be able to précise longer passages</p>		<p>11. To be able to evaluate and edit by proposing changes to Vocabulary, Grammar &amp; Punctuation to enhance effects and clarify meaning;</p> <p><b>12. To be able to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing;</b></p> <p>13. To be able to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural;</p> <p>14. To be able to evaluate and edit by assessing the effectiveness of their own and others' writing;</p>
<p>To be able to 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;</p> <p>To be able to write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>		