


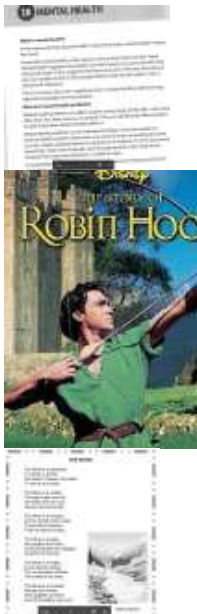











Hayes Primary School
Year 5 English Curriculum 2022-2023

Writing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core English texts						
Non text based				 Rock, paper, scissors video-literacy shed		
Genre and plot structure	Picture book/Non fiction Fiction	Fiction Poem	Fiction (action/adventure)	Video – Rock, paper scissors Picture book	Fiction (based on non-fiction events)	Fiction
Extended writing outcomes	-Diary entry x2 -Conversation	- Newspaper article - Poem - Letter of advice -Love letter - Poem	- Narrative -Advert for own gadget - Re-telling of a chapter - Newspaper report	-setting description - Non-fiction text - retell of a story	-Letter - Diary - Setting description - Narrative to create atmosphere(retell chapter)	- Newspaper report -Recount - Story from a different perspective
Vocab, grammar and punctuation focus	Embedding skills: Proof read for spelling and punctuation errors Sentence structure (simple, compound, complex) • Draft and write for different purposes New learning: • Parenthesis • Relative clauses	Embedding skills: • Write for different purposes • Proof read for spelling and punctuation errors • Evaluate and edit grammar, vocabulary and punctuation to enhance effect • Sentence structure (simple, compound, complex) • Speech punctuation and varying the position of the reporting clause New learning: • Modal verbs	Embedding skills: • Write for different purposes • Proof read for spelling and punctuation errors • Evaluate and edit grammar, vocabulary and punctuation to enhance effect • Sentence structure (simple, compound, complex) • Parenthesis • Modal verbs • Modal adverbs • Relative clauses • Speech punctuation and varying the	Embedding skills: • Write for different purposes • Proof read for spelling and punctuation errors • Evaluate and edit grammar, vocabulary and punctuation to enhance effect • Draft and write using devices to build cohesion • Sentence structure (simple, compound, complex) • Parenthesis • Modal verbs	Embedding skills: • Write for different purposes • Proof read for spelling and punctuation errors • Evaluate and edit grammar, vocabulary and punctuation to enhance effect • Draft and write using devices to build cohesion • Sentence structure (simple,	Embedding skills: • Write for different purposes • Proof read for spelling and punctuation errors • Evaluate and edit grammar, vocabulary and punctuation to enhance effect • Draft and write using devices to build cohesion • Sentence structure (simple, compound, complex) • Parenthesis

		<ul style="list-style-type: none"> • Modal adverbs • Parenthesis • Compound adjectives 	position of the reporting clause New learning: <ul style="list-style-type: none"> • Compound adjectives • Purposeful speech 	<ul style="list-style-type: none"> • Modal adverbs • Relative clauses • Speech punctuation and varying the position of the reporting clause New learning: <ul style="list-style-type: none"> • Purposeful speech • Compound adjectives • Colons and semicolons 	compound, complex) <ul style="list-style-type: none"> • Parenthesis • Modal verbs • Modal adverbs • Relative clauses • Speech punctuation and varying the position of the reporting clause • Purposeful speech • Compound adjectives • Colons and semicolons New learning: <ul style="list-style-type: none"> • Shift in formality 	<ul style="list-style-type: none"> • Modal verbs • Modal adverbs • Relative clauses • Speech punctuation and varying the position of the reporting clause • Purposeful speech • Compound adjectives • Colons and semicolons • Shifts in formality New learning: <ul style="list-style-type: none"> • Use a range of clause structures, varying their position within a sentence • Select nouns, adjectives, verbs and adverbs
Spelling focus	-short i spelled y -caret sound spelled ou -k and ch sound spelled ch -g spelling gue and k spelled que -s sound spelled sc -ay sound spelled ei, eigh or ey	-words containing ough -Spelling rule double s,f,l,z,k - Spelling rule tch - Spelling rule s, es - Spelling rule split digraph - Spelling rule ee spelt y	- Spelling rule oy, oi - Spelling ed suffix - Spelling rule er, est suffix -Spelling rule ing suffix -Spelling rule j ending -Spelling rule ll ending	-Contractions -Spelling rule suffixes after a y -less, ment, ful, ness suffixes -ly suffix - Spelling rule tion, sion - Spelling rule prefixes	- Spelling rule sure, ture - Spelling rule ous, ious -Vowel suffixes -Spelling rule cian, ssion - Spelling rule cial, tial - Spelling rule able, ible, ably, ibly	-Spelling rule cious, tious -Spelling rule ant, ent, ancy, ency -Vowel suffixes -Spelling rule ei or ie -Hyphens -Silent letters
Handwriting	Pupils should be taught to: <ul style="list-style-type: none"> • 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 • choosing the writing implement that is best suited for a task 					
Composition	Pupils should be taught to: <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ○ noting and developing initial ideas, drawing on reading and research where necessary ○ in writing narratives, considering how authors have developed characters and settings in what 					

	<p>pupils have read, listened to or seen performed</p> <ul style="list-style-type: none"> ● draft and write by: <ul style="list-style-type: none"> ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ○ précisising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others' writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ ensuring the consistent and correct use of tense throughout a piece of writing ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● proofread for spelling and punctuation errors ● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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Reading						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole class reading texts						

						 
	Rainforest text (non-fiction) Noah runs away (fiction) The boy in the girls bathroom (fiction) Level up (fiction) The Hobbit (fiction) Black Beauty (classic fiction)	Jungle Book (fiction) Biography (nonfiction) Running on empty (fiction) My longest journey (poetry) A Christmas Carol (classic fiction) The Sun (nonfiction)	Ancient Greece (nonfiction) Stormbreaker (fiction) TinTin (fiction) Jim (poetry)	Mental Health (nonfiction) The Giantess (poetry) Robin Hood (classic fiction) The River (poetry) Lightening (nonfiction)	Street Child (fiction) The Wind and the Moon (poetry) Brazil (nonfiction) -Ra(poetry)	Down the rabbit hole (fiction) Orpheus and Eurydice (myth and legend) Queen Victoria (nonfiction) Wimbledon (nonfiction) Phone trouble (fiction) Twitch (fiction)
Word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet 					
Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● maintain positive attitudes to reading and an understanding of what they read by: <ul style="list-style-type: none"> ○ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ increasing 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 ○ recommending books that they have read to their peers, giving reasons for their choices ○ identifying and discussing themes and conventions in and across a wide range of writing ○ making comparisons within and across books ○ learning a wider range of poetry by heart 					

- preparing 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
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying 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