

English Scheme of Work – YEAR 5

English Strand	NC Requirement	Resources/Time	Success Criteria (Outcome)
Grammar	<p>By the end of Year 5:</p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use devices (<i>connectives</i>) for cohesion within a paragraph • Ensure correct subject verb agreement • Use adverbs and adverbials as <i>connectives</i> to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text • Identify relative pronouns e.g. which, that, who (whom, whose), when, where • Use relative pronouns appropriately • Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs • Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will • Identify a modal adverb is e.g. perhaps, surely, obviously • Use modal verbs and adverbs • Identify relative clauses e.g. beginning with who, which, where, when, whose, that • Use relative clauses to expand sentences • <i>Experiment with clause position in complex sentences</i> • <i>Orchestrate a range of sentence structures</i> 	<ul style="list-style-type: none"> • Grammar prompts on English board (connectives, pronouns, modal verbs, adverbs and adverbials as connectives) • Model uses of suffixes to convert nouns or adjectives into verbs and relative clauses on English board • Weekly grammar starters at the start of English lessons 	<ul style="list-style-type: none"> • Children's work to consistently demonstrate a sound understanding of: <ul style="list-style-type: none"> ○ appropriate connectives and conjunctions ○ adverbs and adverbials as connectives ○ relative pronouns ○ suffixes ○ modal verbs and adverbs ○ relative clauses

Handwriting	<p>By the end of Year 5:</p> <ul style="list-style-type: none"> • Begin to adapt handwriting to specific purposes e.g. printing, use of italics • Increase the speed of handwriting without losing legibility • <i>Use features of layout, presentation and organisation effectively in written and electronic media</i> • <i>Combine written text and illustration to enhance the words and their meaning</i> • <i>Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning</i> 	<ul style="list-style-type: none"> • Handwriting exercise books or paper (where necessary) • Handwriting-lined whiteboards • Handwriting pens • Laptops with Microsoft Word 	<ul style="list-style-type: none"> • Children’s work to show appropriate use of style and presentation (both written and electronic) • Children to be able to produce lengthy pieces of independent writing that is still legible
Punctuation	<p>By the end of Year 5:</p> <ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use commas to clarify meaning or avoid ambiguity • Understand what parenthesis is • Recognise and identify brackets and dashes • Use brackets, dashes or commas for parenthesis 	<ul style="list-style-type: none"> • Punctuation models on English board 	<ul style="list-style-type: none"> • Children to maintain punctuation expectations so far. • Children to consistently use brackets, dashes or commas to use subordinate clauses in all forms of writing.
Reading	<p>By the end of Year 5:</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) <p>Being a Reader</p> <ul style="list-style-type: none"> • Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books • Increase their familiarity with fiction genres including books from other cultures 	<ul style="list-style-type: none"> • Guided reading • Reading corners • Appropriate selection of free choice books • Reading comprehension scheme • Inference materials 	<ul style="list-style-type: none"> • To confidently discuss a range of text types and authors, along with their commonalities and differences • To commit a range of poems or texts to memory and deliver them with meaning • To be able to “sell” a text to another person <i>or</i> dissuade them based on a well-structured argument • To confidently answer a range of direct questions

	<ul style="list-style-type: none"> • Increase their familiarity with fiction genres including modern fiction • Increase their familiarity with fiction genres including traditional stories • <i>Know a range of children's authors and poets</i> • Read for a range of purposes • Learn poems by heart • Learn <i>more complex</i> poems by heart • Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone <i>and word emphasis</i> so that the meaning is clear to an audience • Recommend a book and explain why • <i>Recommend an author and explain why</i> • <i>Use pertinent and technically specific vocabulary when talking about books</i> • Discuss a text confidently with others, responding to their ideas and challenging their views courteously <p>Comprehension</p> <ul style="list-style-type: none"> • Answer questions drawing on information from several places in the text • Check that the text makes sense to them and discuss their understanding • <i>Use imagination and empathy to explore a text beyond the page</i> • Use evidence to both support and challenge conclusions drawn within and from a text • <i>Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location</i> 		<p>with evidence and develop an understanding of inferred meaning</p> <ul style="list-style-type: none"> • To be able to summarise a text by selecting the salient points, either verbally or in writing (including typing) • To understand figurative language and turns of phrases, sayings etc. • To empathise with characters in a text and explain reasons for their actions, feelings etc.
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	<ul style="list-style-type: none"> • Predict what may happen using stated and implied details <i>and a wider personal understanding of the world</i> • Summarise using an appropriate amount of detail as evidence • Recognise that different parts of the text may have different purposes • Comment on a writer's purpose and viewpoint e.g. noting bias • Identify, describe and compare writers' themes across a range of texts • Identify a point in the text where the author has made a structural choice and consider the reasoning behind it • Explain some choices an author has made in structuring and organising their text • Discuss and evaluate how authors use language and the impact on the reader • Explain why an author has used figurative language and the effect this has • Identify how the choice of language contributes to meaning 		
Speaking, Listening and Discussion	<p>By the end of Year 5:</p> <p>Speaking</p> <ul style="list-style-type: none"> • Present a well-structured, persuasive argument including reasons and evidence • Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener • Use language fluidly to speculate, hypothesise, imagine and explore ideas <p>Listening</p> <ul style="list-style-type: none"> • <i>Analyse the use of persuasive language in different contexts</i> 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To construct and deliver a well-balanced and researched argument • To use a range of emotions and techniques when delivering a presentation • To analyse what they are hearing critically • To engage in and lead an extended team task, developing their range of communication techniques

	<ul style="list-style-type: none"> Analyse techniques designed to engage the listener Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective <p>Discussion</p> <ul style="list-style-type: none"> Plan and manage a group task over time Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group Use a range of question types in discussion and conversation 		
Spelling	<p>By the end of Year 5:</p> <ul style="list-style-type: none"> Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Use etymology to aid spelling Spell words with the suffix <i>-ive</i> Spell words with the suffix <i>-ist</i> Spell words ending in <i>-cious</i> Spell words ending in <i>-tious</i> Spell words ending in <i>-cial</i> and <i>-tial</i> Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety Spell words ending in <i>-ant</i>, <i>-ance</i> and <i>-ancy</i> Spell words ending in <i>-ent</i>, <i>-ence</i> and <i>-ency</i> Spell diminutives using <i>mini-</i>, <i>micro-</i>, <i>-ette</i> and <i>-ling</i> 	<ul style="list-style-type: none"> Dictionaries Thesauruses Weekly spellings (see NC for examples of words) Word list for Years 5 & 6 from NC Weekly starters in English lessons relating to the application of spelling rules 	<ul style="list-style-type: none"> Children's work shows application of NC expectations in spelling

	<ul style="list-style-type: none"> • <i>Spell words with the prefix bi-</i> • <i>Spell words with the prefix trans-</i> • Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable • <i>Spell words with the prefix im-</i> • <i>Spell words with the prefix pro-</i> • Spell words ending in -able and -ible • Spell words ending in -ably and -ibly • Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht • <i>Choose the correct spelling by using a visual strategy ('Does it look right?')</i> 		
Writing Composition	<p>By the end of Year 5:</p> <p>Composition</p> <ul style="list-style-type: none"> • Use a wide knowledge of text types, forms and styles to inform their writing (see Appendix A below) • Plan and write for a clear purpose and audience • Ensure that the content and style of writing accurately reflects the purpose • Borrow writers' techniques from book, screen and stage • <i>Engage the reader throughout</i> • <i>Maintain a viewpoint throughout a text</i> 	<ul style="list-style-type: none"> • Pie Corbett Bumper Book of Story Telling into Writing KS2 (fiction) • Talk for Writing Across the Curriculum (non-fiction) • Flip chart paper • Self-assessment • Peer assessment • Red and Green assessment • Big Write • iPads (or similar) for recording and evaluating drama 	<ul style="list-style-type: none"> • Children to independently create texts from a range of text types that are appropriate to and capture the reader and follow a standard text structure and (at times) reflecting the style of a particular writer's techniques • Children's text to: <ul style="list-style-type: none"> ○ demonstrate a more in depth level of writing across a range of text types ○ to demonstrate an appreciation of when to write in

	<ul style="list-style-type: none"> • Structure and organise writing in well linked paragraphs • Build cohesion within a paragraph • Ensure cohesion within and between all paragraphs in a text • <i>Develop paragraphs creatively using techniques such as contrast, additional detail and explanation</i> • <i>Select which parts of writing need to be developed in detail</i> • Balance narrative writing between action, description and dialogue • <i>Link openings to closings</i> • <i>Use a variety of sentence openers</i> • Carefully select words to create effects • Use varied vocabulary to sustain and develop ideas • <i>Use vivid description</i> • <i>Use stanzas to organise ideas around a theme in poetry</i> • <i>Select and use stylistic devices to enhance writing</i> • <i>To improve their writing style by covering the text type progression relevant to year (see Appendix A below)</i> • Detect bias and distinguish fact from opinion • <i>Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information</i> • <i>Understand copying, quoting and adapting source material</i> <p>Drama</p>		<p>depth or use particularly vivid description</p> <ul style="list-style-type: none"> ○ demonstrate careful use of vocabulary e.g. chosen for effect ○ be correctly sequenced, paragraphed or (in the case of poetry) in stanzas ○ flow and make sense through careful re-reading and editing ○ have an overall sense of opening and closure
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	<ul style="list-style-type: none"> • <i>Vary voice for dramatic effect e.g. by using volume, tone and pitch</i> • <i>Invent dialogue, gesture and movement to suit a character</i> • Perform a published script <i>experimenting with voice, gesture and staging</i> <p>Evaluation</p> <ul style="list-style-type: none"> • Ensure that the content and style of writing accurately reflects the purpose • Proof-read for spelling and punctuation errors • Ensure the consistent and correct use of tense through a longer piece of writing • Change vocabulary and grammar to enhance effects and clarify meaning • Evaluate their work effectively and make improvements based on this • Evaluate the work of others and suggest improvements • Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear 		
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Appendix A: Text Type Progression through the years

Year Group	Narrative	Non-fiction	Poetry (taught in short units)
Yr 5	<ul style="list-style-type: none"> • Stories which raise issues or dilemmas • Film narrative • Plays into drama • Modern fiction • Extended 	<ul style="list-style-type: none"> • Non-chronological reports • Recounts (including autobiography/ biography) 	<ul style="list-style-type: none"> • Free verse • Structured poetry • Narrative poetry

	traditional stories <ul style="list-style-type: none">• Stories from other cultures	<ul style="list-style-type: none">• Instructions• Persuasion• Explanation• Discussion (Introduction of mixed genre)	
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