

Gresham Primary School
English Curriculum Map
Year Five

	Text and Literary form	Spoken Language	Reading	Writing	Grammar	Punctuation	Spellings
Autumn 1	There's a boy in the girls' bathroom (<i>Fiction</i>)	<p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers;</p> <p>ask relevant questions to extend their understanding and knowledge;</p> <p>use relevant strategies to build their vocabulary;</p> <p>articulate and justify answers, arguments and opinions;</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>use spoken language to develop understanding through speculating,</p>	<p>Comprehension:</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>reading books that are structured in different ways and reading for a range of purposes;</p> <p>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;</p> <p>identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>making comparisons within and across books;</p>	<p>Outcomes:</p> <p>Recount (letters) Recount (diary entries) Play script Contemporary narrative</p> <p>Composition:</p> <p>Pupils will plan their writing by:</p> <p>noting and developing initial ideas, drawing on reading;</p> <p>considering how authors have developed characters and settings in what pupils have read.</p> <p>Pupils will draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p> <p>using a wide range of devices to build cohesion</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts and learn the grammar set out in the Y5 & Y6 English curriculum, Appendix 2;</p> <p>use expanded noun phrases to convey complicated information concisely;</p>	<p>Pupils should be taught to:</p> <p>use commas to clarify meaning or avoid ambiguity in writing;</p> <p>using a colon to introduce a list;</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p><i>Revision of work from Years 3 & 4</i></p> <p>Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand the guidance for adding them;</p> <p>Endings which sound like /ʃəs/ spelt –cious or –tious: (<i>vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</i>);</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer: (<i>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</i>);</p>

Gresham Primary School
English Curriculum Map
Year Five

	<p>hypothesising, imagining and exploring ideas;</p> <p>speak audibly and fluently with an increasing command of Standard English;</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>gain, maintain and monitor the interest of the listener(s);</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others;</p> <p>select and use appropriate registers for effective communication.</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</p> <p>asking questions to improve their understanding;</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>predicting what might happen from details stated and implied;</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</p> <p>identifying how language, structure and presentation contribute to meaning;</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;</p> <p>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</p>	<p>within and across paragraphs.</p> <p>Pupils will evaluate and edit their writing by:</p> <p>assessing the effectiveness of their own and others' writing;</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing;</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register;</p> <p>proof-read for spelling and punctuation errors;</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Handwriting:</p> <p><i>(See also Y3/4 objectives)</i></p> <p>Write legibly, fluently and with increasing speed by:</p>			<p>use dictionaries to check the spelling and meaning of words;</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary;</p> <p>use a thesaurus.</p>
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Gresham Primary School
English Curriculum Map
Year Five

			<p>challenging views courteously;</p> <p>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;</p> <p>provide reasoned justifications for their views.</p>	<p>choosing which shape of a letter to use when given choices and deciding whether or not to join;</p> <p>choosing the writing implement that is best suited for a task.</p>			
Autumn 2	Stay Where you are and then Leave (<i>Historical fiction</i>)	<p>Pupils should be taught to:</p> <p>ask relevant questions to extend their understanding and knowledge;</p> <p>articulate and justify answers, arguments and opinions;</p> <p>maintain attention and participate actively in</p>	<p>Comprehension:</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <p>reading books that are structured in different ways and reading for a range of purposes;</p> <p>identifying and discussing themes and conventions</p>	<p>Writing Outcomes:</p> <p>Writing in role Letter writing Poetry Propaganda posters Writing rules Narrative writing Note writing Argument Agony aunt letter Instruction writing Recipe writing Diary writing Telegram Recount</p>	<p>develop their understanding of the concepts and learn the grammar set out in the Y5 & Y6 English curriculum, Appendix 2;</p> <p>use the perfect form of verbs to mark relationships of time and cause;</p>	<p>punctuating bullet points consistently;</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>spell some words with 'silent' letters [for example, knight, psalm, solemn];</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word): (<i>doubt, island, lamb, solemn, thistle, knight</i>).</p>

Gresham Primary School
English Curriculum Map
Year Five

		<p>collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>speak audibly and fluently with an increasing command of Standard English;</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>gain, maintain and monitor the interest of the listener(s);</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others;</p>	<p>in and across a wide range of writing;</p> <p>making comparisons within and across books;</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</p> <p>asking questions to improve their understanding;</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>predicting what might happen from details stated and implied;</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</p> <p>identifying how language, structure and presentation contribute to meaning;</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;</p>	<p>Composition:</p> <p>Pupils will plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>noting and developing initial ideas, drawing on reading;</p> <p>considering how authors have developed characters and settings in what pupils have read, listened to, see and performed.</p> <p>Pupils will draft and write by:</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p> <p>Pupils will evaluate and edit their writing by:</p> <p>assessing the effectiveness of their own and others' writing;</p> <p>perform their own compositions, using</p>			<p>continue to distinguish between homophones and other words which are often confused;</p> <p>use dictionaries to check the spelling and meaning of words;</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary;</p> <p>use a thesaurus.</p>
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Gresham Primary School
English Curriculum Map
Year Five

			<p>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;</p> <p>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;</p> <p>provide reasoned justifications for their views.</p>	<p>appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Handwriting: (See also Y3/4 objectives)</p> <p>Write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join;</p> <p>choosing the writing implement that is best suited for a task.</p>			
Spring 1	The Highwayman (<i>Poetry</i>)	<p>listen and respond appropriately to adults and their peers;</p> <p>ask relevant questions to extend their understanding and knowledge;</p> <p>use relevant strategies to build their vocabulary;</p> <p>articulate and justify answers, arguments and opinions;</p> <p>give well-structured descriptions, explanations and narratives for different purposes,</p>	<p>Comprehension:</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>reading books that are structured in different ways and reading for a range of purposes;</p> <p>increasing their familiarity with a wide range of</p>	<p>Writing Outcomes:</p> <p>Narrative Writing in role Poetry</p> <p>Composition:</p> <p>Pupils will plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>noting and developing initial ideas, drawing on reading;</p>	<p>develop their understanding of the concepts and learn the grammar set out in the Y5 & Y6 English curriculum, Appendix 2;</p> <p>use passive verbs to affect the presentation of information in a sentence;</p> <p>use modal verbs or adverbs to indicate degrees of possibility;</p>	<p>use brackets, dashes or commas to indicate parenthesis;</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>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;</p> <p>use dictionaries to check the spelling and meaning of words;</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary;</p> <p>use a thesaurus.</p>

Gresham Primary School
English Curriculum Map
Year Five

		<p>including for expressing feelings;</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others;</p>	<p>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;</p> <p>learning a wider range of poetry by heart;</p> <p>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;</p> <p>checking that the book/poem makes sense to them, discussing their understanding and exploring the meaning of words in context;</p> <p>asking questions to improve their understanding;</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>predicting what might happen from details stated and implied; identifying how language, structure and</p>	<p>considering how authors have developed characters and settings in what pupils have read, listened to, see and performed.</p> <p>Pupils will draft and write by:</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p> <p>using further organisational and presentational devices to structure text and to guide the reader.</p> <p>Pupils will evaluate and edit their writing by:</p> <p>assessing the effectiveness of their own and others' writing;</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</p> <p>proof-read for spelling and punctuation errors;</p>			
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Gresham Primary School
English Curriculum Map
Year Five

			<p>presentation contribute to meaning;</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;</p> <p>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;</p> <p>provide reasoned justifications for their views.</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Handwriting: <i>(See also Y3/4 objectives)</i></p> <p>Write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join;</p> <p>choosing the writing implement that is best suited for a task.</p>			
Spring 2	The Adventures of Odysseus (<i>Myth -an epic tale</i>).	<p>Pupils should be taught to:</p> <p>ask relevant questions to extend their understanding and knowledge;</p> <p>articulate and justify answers, arguments and opinions;</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p>	<p>Comprehension:</p> <p>reading books that are structured in different ways and reading for a range of purposes;</p> <p>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;</p>	<p>Outcomes:</p> <p>Recount (letters) Recount (diary entries) Play script Contemporary narrative</p> <p>Composition:</p> <p>Pupils will plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p>	<p>develop their understanding of the concepts and learn the grammar set out in the Y5 & Y6 English curriculum, Appendix 2;</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;</p>	<p>use semi-colons, colons or dashes to mark boundaries between independent clauses;</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>Endings which sound like /ʃəl/: <i>(official, special, artificial, partial, confidential, essential);</i></p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency: <i>[observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (tolerantion), substance (substantial) innocent, innocence, decent, decency,</i></p>

Gresham Primary School
English Curriculum Map
Year Five

		<p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>speak audibly and fluently with an increasing command of Standard English;</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others;</p>	<p>identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>making comparisons within and across books;</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</p> <p>asking questions to improve their understanding;</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>predicting what might happen from details stated and implied;</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</p> <p>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;</p>	<p>noting and developing initial ideas, drawing on reading;</p> <p>considering how authors have developed characters and settings in what pupils have read, listened to or seen performed;</p> <p>Pupils will draft and write by:</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p> <p>using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Pupils will evaluate and edit their writing by:</p> <p>assessing the effectiveness of their own and others' writing;</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing;</p> <p>ensuring correct subject and verb agreement</p>		<p><i>frequent, frequency, confident, confidence (confidential)</i></p> <p><i>assistant, assistance, obedient, obedience, independent, independence];</i></p> <p>Words ending in –able and –ible; Words ending in –ably and –ibly: <i>[adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)</i> <i>changeable, noticeable, forcible, legible</i></p> <p><i>dependable, comfortable, understandable, reasonable, enjoyable, reliable</i></p> <p><i>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly]</i></p> <p>use dictionaries to check the spelling and meaning of words;</p> <p>use the first three or four letters of a word to check</p>
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Gresham Primary School
English Curriculum Map
Year Five

			<p>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;</p> <p>provide reasoned justifications for their views.</p>	<p>when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register;</p> <p>proof-read for spelling and punctuation errors;</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Handwriting:</p> <p><i>(See also Y3/4 objectives)</i></p> <p>Write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join;</p> <p>choosing the writing implement that is best suited for a task.</p>			<p>spelling, meaning or both of these in a dictionary;</p> <p>use a thesaurus.</p>
Summer 1	Floodland (<i>Dystopian fiction</i>)	<p>ask relevant questions to extend their understanding and knowledge;</p> <p>articulate and justify answers, arguments and opinions;</p> <p>maintain attention and participate actively in collaborative conversations, staying on</p>	<p>Comprehension:</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p>	<p>Writing outcomes:</p> <p>Letter writing Writing in role Poetry Persuasive speeches Free writing opportunities Cross curricular writing opportunities</p> <p>Composition:</p>	<p>develop their understanding of the concepts and learn the grammar set out in the Y5 & Y6 English curriculum, Appendix 2;</p> <p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive;</p>	<p>use hyphens to avoid ambiguity;</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>Use of the hyphen: (<i>co-ordinate, re-enter, co-operate, co-own</i>);</p> <p>Words with the /i:/ sound spelt ei after c: (<i>deceive, conceive, receive, perceive, ceiling</i>);</p>

Gresham Primary School
English Curriculum Map
Year Five

		<p>topic and initiating and responding to comments;</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>speak audibly and fluently with an increasing command of Standard English;</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others;</p> <p>select and use appropriate registers for effective communication.</p>	<p>reading books that are structured in different ways and reading for a range of purposes;</p> <p>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;</p> <p>identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>making comparisons within and across books;</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</p> <p>asking questions to improve their understanding;</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p>	<p>Pupils will plan their writing by:</p> <p>identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>noting and developing initial ideas, drawing on reading;</p> <p>considering how authors have developed characters and settings in what pupils have read, listened to or seen performed;</p> <p>Pupils will draft and write by:</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to</p>		<p>use dictionaries to check the spelling and meaning of words;</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary;</p> <p>use a thesaurus.</p>
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Gresham Primary School
English Curriculum Map
Year Five

			<p>predicting what might happen from details stated and implied; identifying how language, structure and presentation contribute to meaning;</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;</p> <p>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;</p> <p>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;</p> <p>provide reasoned justifications for their views.</p>	<p>structure text and to guide the reader.</p> <p>Pupils will evaluate and edit their writing by:</p> <p>assessing the effectiveness of their own and others' writing;</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing;</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register;</p> <p>proof-read for spelling and punctuation errors.</p> <p>Handwriting:</p> <p><i>(See also Y3/4 objectives)</i></p> <p>Write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join;</p>			
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Gresham Primary School
English Curriculum Map
Year Five

				choosing the writing implement that is best suited for a task.			
Summer 2	Skellig (<i>Contemporary Fiction</i>)	<p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>ask relevant questions to extend their understanding and knowledge;</p> <p>articulate and justify answers, arguments and opinions;</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates;</p> <p>select and use appropriate registers for effective communication;</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p>	<p>Comprehension:</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</p> <p>reading books that are structured in different ways and reading for a range of purposes;</p> <p>identifying and discussing themes and conventions in and across a wide range of writing;</p> <p>making comparisons within and across books;</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</p> <p>asking questions to improve their understanding;</p> <p>drawing inferences such as inferring characters'</p>	<p>Writing outcomes:</p> <p>Free writing Free verse poetry Annotating Field notes Shrine boxes and autobiographical writing Letter writing Writing in role Bookmaking</p> <p>Composition:</p> <p>Pupils will plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>noting and developing initial ideas, drawing on reading;</p> <p>considering how authors have developed characters and settings in what pupils have read, listened to, see and performed.</p> <p>Pupils will draft and write by:</p> <p>in narratives, describing settings, characters and</p>	develop their understanding of the concepts and learn the grammar set out in the Y5 & Y6 English curriculum, Appendix 2;	use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	<p>Words containing the letter-string ough: (<i>ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough</i>);</p> <p>use dictionaries to check the spelling and meaning of words;</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary;</p> <p>use a thesaurus.</p>

Gresham Primary School
English Curriculum Map
Year Five

		<p>consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>predicting what might happen from details stated and implied;</p> <p>identifying how language, structure and presentation contribute to meaning;</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;</p> <p>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;</p> <p>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;</p> <p>provide reasoned justifications for their views.</p>	<p>atmosphere and integrating dialogue to convey character and advance the action;</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader.</p> <p>Pupils will evaluate and edit their writing by:</p> <p>assessing the effectiveness of their own and others' writing;</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing;</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and</p>			
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Gresham Primary School
English Curriculum Map
Year Five

				<p>choosing the appropriate register;</p> <p>proof-read for spelling and punctuation errors.</p> <p>Handwriting:</p> <p><i>(See also Y3/4 objectives)</i></p> <p>Write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join;</p> <p>choosing the writing implement that is best suited for a task.</p>			
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VIPERS Texts:

The lion the witch and the wardrobe – classic

War horse

Wonder

The London Eye Mystery

One off texts e.g. non fiction war letters etc. with VIPERS style questions
e.g. classroom secret texts and cracking comprehension etc.

(Also VIPERS based on these texts: There is a boy in the girls bathroom ,
Floodland , Skellig while studying in English)lessons)

Class Readers:

Classic texts such as the wizard of oz or the secret garden – opportunity to explore new words and explain trickier parts.

Go with their interest e.g. Harry Potter