

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 <b>(Fiction) (relatable to start of the year school theme)</b>	<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, hypothesising, imagining and exploring ideas;</p>	<p><b>Comprehension:</b></p> <p>Continuing to read and discuss an increasingly wide range of <b>fiction</b>, 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, <b>modern fiction</b>, 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><b>Outcomes:</b></p> <p>Recount (letters) Recount (diary entries) Contemporary narrative</p> <p><b>Composition:</b></p> <p><b>Pupils will plan their writing by:</b></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><b>Pupils will draft and write by:</b></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 within and across paragraphs.</p> <p><b>Pupils will evaluate and edit their writing by:</b></p> <p>assessing the effectiveness of their own and others' writing;</p>	<p>Proper nouns</p> <p>Adverbs of possibility</p> <p>Tenses – past and present progressive and present perfect</p>	<p>Recap basic punctuation from Year 3 and 4</p> <p>Possessive apostrophe</p>	<p>Words with endings that sound like /shuhs/ spelt with -cious</p> <p>Words with endings that sound like /shuhs/ spelt with -tious or -ious</p> <p>Words with the short vowel sound /i/ spelt with y</p> <p>Words with the long vowel sound /i/ spelt with y</p> <p>Homophones &amp; near homophones</p>

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		<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</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><b>Handwriting:</b> <i>(See also Y3/4 objectives)</i></p> <p><b>Write legibly, fluently and with increasing speed by:</b></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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			<p>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>				
Autumn 2	Dark Sky Park <i>(Poetry) (Links with animals in poems)</i>	<p>Participate actively in performance, discussion and debate.</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in roleplay, drama and dance.</p> <p>Select and use appropriate registers for</p>	<p><b>Comprehension:</b></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><b>Writing Outcomes:</b></p> <p>Poetry performances Artistic responses to poems read Notes and annotations exploring language and personal responses to poems read. Persuasive adverts Own poems inspired by poems read.</p> <p><b>Composition:</b></p> <p><b>Pupils will plan their writing by:</b></p>	<p>Adverbs</p> <p>Modal verbs for degree of possibility</p> <p>Verb inflections and Standard English</p>	Using inverted commas for speech	<p>Words with 'silent' letters</p> <p>Words with 'silent' letters</p> <p>Week 3 Modal verbs</p> <p>Words ending in 'ment'</p>

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		<p>effective communication.</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>identifying the audience for and purpose of the writing,</p> <p>Selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p><b>Pupils will draft and write by:</b></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 [for example, headings, bullet points, underlining]</p> <p><b>Pupils will evaluate and edit their writing by:</b></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 reading for spelling and punctuation errors</p>			<p>Adverbs of possibility and frequency</p> <p>Statutory Spelling Challenge Words</p>
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			<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><b>Handwriting:</b>  <i>(See also Y3/4 objectives)</i></p> <p><b>Write legibly, fluently and with increasing speed by:</b></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>			
<b>Spring 1</b>	<p>The Adventures of Odysseus (<b><i>Myth - an epic tale with non-fiction links</i></b>). <b><i>(Link to Ancient Greek history topic)</i></b></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>Use spoken language to develop understanding through speculating,</p>	<p><b>Comprehension:</b></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 <b>myths</b>, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>recommending books that they have read to their peers, giving reasons for their choices;</p>	<p><b>Outcomes:</b></p> <p>Recount (letters)  Recount (diary entries)  Contemporary narrative  Persuasive Speeches  Descriptions  Poetry</p> <p><b>Composition:</b></p> <p><b>Pupils will plan their writing by:</b></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>Prepositions</p> <p>Coordinating conjunctions</p> <p>Parenthesis (brackets)</p>	<p>Inverted commas when changing the position of the reporting clause</p> <p>Commas for clarity</p> <p>Brackets for Parenthesis</p>	<p>Creating nouns using -ity suffix</p> <p>Creating nouns using -ness suffix</p> <p>Creating nouns using -ship suffix</p> <p>Homophones &amp; Near Homophones</p>

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		<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>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'</p>	<p>considering how authors have developed characters and settings in what pupils have read, listened to or seen performed;</p> <p><b>Pupils will draft and write by:</b></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><b>Pupils will evaluate and edit their writing by:</b></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><b>Handwriting:</b></p> <p><i>(See also Y3/4 objectives)</i></p> <p><b>Write legibly, fluently and with increasing speed by:</b></p>			
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			<p>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>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>			
<b>Spring 2</b>	<p>Skellig  <b>(Contemporary Fiction) (Relatable – links to PSHE)</b></p>	<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><b>Comprehension:</b></p> <p>Continuing to read and discuss an increasingly wide range of <b>fiction</b>, 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><b>Writing outcomes:</b></p> <p>Free writing  Free verse poetry  Descriptive writing  Narrative  Letter writing  Writing in role  Bookmaking</p> <p><b>Composition:</b></p> <p><b>Pupils will plan their writing by:</b></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>Determiners</p> <p>Subordinating conjunctions</p> <p>Linking paragraphs with adverbials</p> <p>Direct and indirect speech</p>	<p>Speech punctuation continued</p>	<p>Words with an /or/ sound spelt 'or'</p> <p>Words with /or/ sound spelt 'au'</p> <p>Convert nouns or adjectives into verbs using the suffix -ate</p> <p>Convert nouns or adjectives into verbs using the suffix -ise</p> <p>Convert nouns or adjectives into verbs using the suffix -ify</p> <p>Convert nouns or adjectives into verbs using the suffix -en</p>

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		<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>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</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>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</p>	<p>considering how authors have developed characters and settings in what pupils have read, listened to, see and performed.</p> <p><b>Pupils will draft and write by:</b></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 structure text and to guide the reader.</p> <p><b>Pupils will evaluate and edit their writing by:</b></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>			
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			<p>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><b>Handwriting:</b></p> <p><i>(See also Y3/4 objectives)</i></p> <p><b>Write legibly, fluently and with increasing speed by:</b></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><b>Summer 1</b></p>	<p>Oh Maya Gods (<b>Fiction with non-fiction/Historical links</b>) (<a href="#">Link to Maya history topic</a>)</p> <p><b>Not a power of reading unit HB to plan)</b></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>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</p>	<p><b>Comprehension:</b></p> <p>continuing to read and discuss an increasingly wide range of <b>fiction</b>, 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, <b>modern fiction</b>, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to</p>	<p><b>Writing outcomes:</b></p> <p>Letter writing  Writing in role  Narrative  Non-chronological reports (non-fiction links)  Free writing opportunities  Cross curricular writing opportunities</p> <p><b>Composition:</b></p> <p><b>Pupils will plan their writing by:</b></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>Pronouns and possessive pronouns</p> <p>Word families</p> <p>Subordinate clauses</p> <p>Cohesion through a paragraph</p> <p>Parenthesis – commas</p>	<p>Commas for subordinate clause and parenthesis</p>	<p>Words containing the letter string 'ough'</p> <p>Words containing the letter string 'ough'</p> <p>Adverbials of time</p> <p>Adverbials of place</p> <p>Words with an /ear/ sound spelt 'ere'</p> <p>Statutory Spelling Challenge Words</p>

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		<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>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>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><b>Pupils will draft and write by:</b></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 structure text and to guide the reader.</p> <p><b>Pupils will evaluate and edit their writing by:</b></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><b>Handwriting:</b></p> <p><i>(See also Y3/4 objectives)</i></p>			
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			<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><b>Write legibly, fluently and with increasing speed by:</b></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>			
<b>Summer 2</b>	<p>Cosmic – Frank Cotrell (<b>Fiction</b>)  <b>(Link to space topic)</b></p>	<p>Participate actively discussion and debate;</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance;</p> <p>Select and use appropriate registers for effective communication.</p>	<p><b>Comprehension:</b>  Read aloud whole books to expose children to books and authors they may not choose;</p> <p>Identify and discuss themes in reading;</p> <p>Prepare and perform play scripts and poetry;</p> <p>Show understanding through intonation, tone, volume and action so that meaning is clear to an audience;</p> <p>Discuss and evaluate how authors use language;</p>	<p><b>Writing outcomes:</b>  Note writing in role as a character  Composing an email from one character to another  Written argument Visitor leaflet for a theme park  Writing a message to a character in the story  List Poetry  Newspaper Report</p> <p><b>Composition:</b></p> <p><b>Pupils will plan their writing by:</b>  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>Adverbials and fronted adverbials</p> <p>Relative clauses</p> <p>Editing and evaluating</p> <p>Parenthesis – dashes</p>	<p>Commas for fronted adverbials</p> <p>Commas for relative clauses</p> <p>Using dashes for parenthesis</p>	<p>Unstressed vowels in polysyllabic words</p> <p>Adding verb prefixes de- and re-</p> <p>Adding verb prefix over-</p> <p>Convert nouns or verbs into adjectives using suffix -ful</p> <p>Convert nouns or verbs into adjectives using suffix -ive</p> <p>Convert nouns or verbs into adjectives using suffix -al</p>

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			<p>Draw inferences about characters' feelings, thoughts, emotions and actions;</p> <p>Discuss opinions related to the themes in the text and present these as an argument.</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><b>Pupils will draft and write by:</b></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 structure text and to guide the reader.</p> <p>In narrative – create a character and plot</p> <p><b>Pupils will evaluate and edit their writing by:</b></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</p>			
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				<p>language of speech and writing and choosing the appropriate register;</p> <p>proof-read for spelling and punctuation errors.</p> <p><b>Handwriting:</b></p> <p><i>(See also Y3/4 objectives)</i></p> <p><b>Write legibly, fluently and with increasing speed by:</b></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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