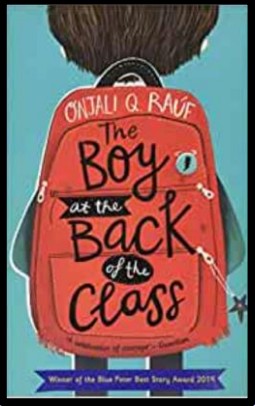

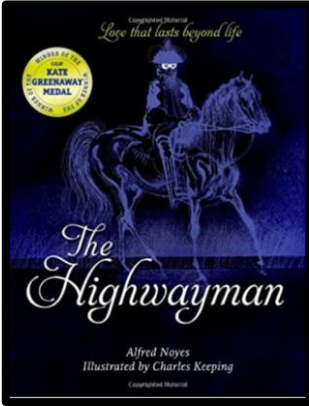
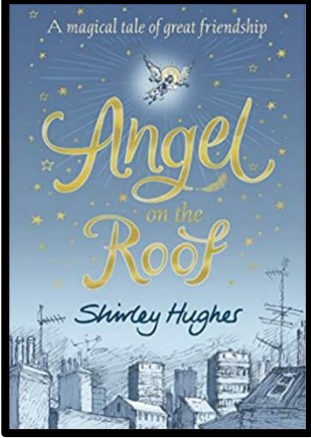


Year 5 – English Curriculum

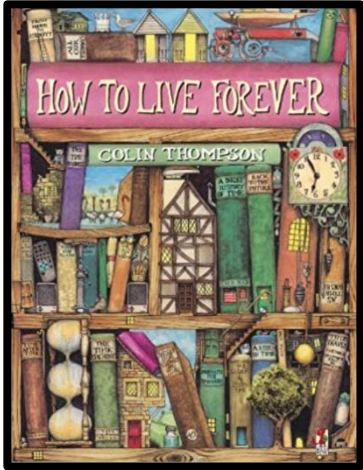
Autumn Term

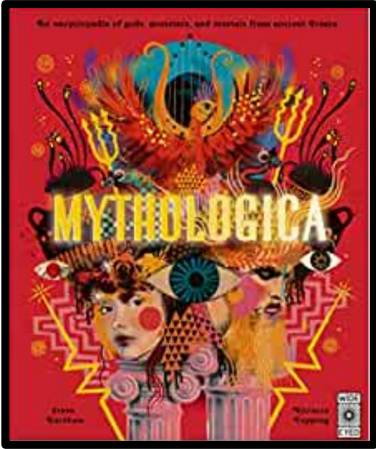
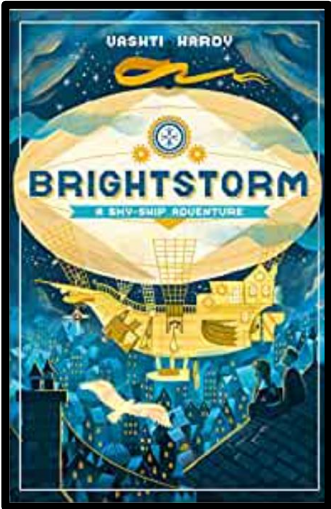
Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		<p>Persuasive argument: Help the Refugees</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Use of formal tone and persuasive language (persuasive argument) • Use a range of techniques to persuade your reader • Use expanded noun phrases to convey complicated information concisely • Use modal verbs to indicate possibility • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>The Boy at the Back of the Class</p> <ul style="list-style-type: none"> • 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

3		<p>1 wk- Character Description</p> <p>2 wks - Non-Chron - Vikings</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use modal verbs to indicate possibility • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events • Use generalisations <p>Punctuation:</p> <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>Viking Boy</p> <ul style="list-style-type: none"> • 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
3		<p>Performance Poetry (oracy focus) Narrative, character/setting description</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Using conjunctions to express time and cause • Use fronted adverbials • Use figurative language to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing <p>Writing composition</p> <p>Perform compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>The Highwayman</p> <ul style="list-style-type: none"> • 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 <p>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p>

<p>3</p>		<p>Adventure Narrative</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Write in third person. • Use expanded noun phrases to convey complicated information concisely • Use modal verbs to indicate possibility • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis • Use and punctuate speech accurately • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>Angel on the Roof</p> <ul style="list-style-type: none"> • 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
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Spring Term:

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		Alternative Ending	<p>Grammar:</p> <ul style="list-style-type: none"> • Write in third person. • Use expanded noun phrases to convey complicated information concisely • Use modal verbs to indicate possibility • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis • Use and punctuate speech accurately • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>How to Live Forever</p> <ul style="list-style-type: none"> • 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

3		Myth Writing	<p>Grammar:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis • Use and punctuate speech accurately • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>Mythologica</p> <ul style="list-style-type: none"> • 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
3		Newspaper Report – Skyship Transformation	<p>Grammar:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use modal verbs to indicate possibility • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis • Use and punctuate speech accurately • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>Brightstorm</p> <ul style="list-style-type: none"> • 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

3



Biographies

Grammar:

- Use of formal tone and facts
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs to indicate possibility
- Using conjunctions to express time and cause
- Use fronted adverbials
- Use similes to accurately describe events

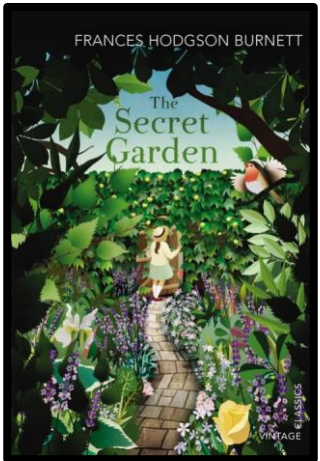
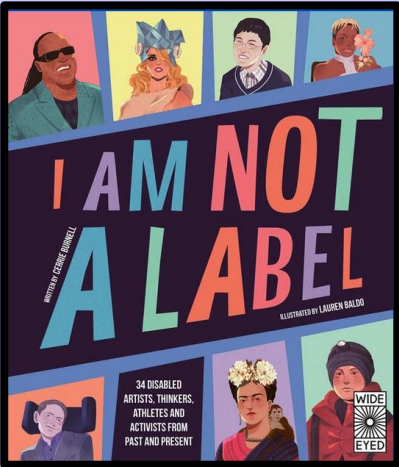
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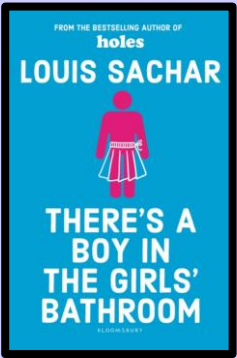
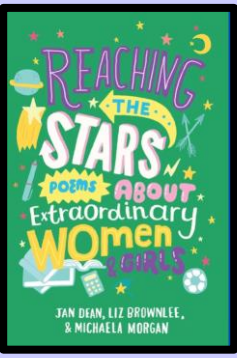
- Use commas after fronted adverbials
- Use bullet points to convey information clearly

Great Adventurers

- 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
- 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

Summer Term:

Weeks	Book Driver	Genre and Specific Writing Purpose	GPS Links	Whole Class Reading Focus/Text
3		Recount of the journey to India	<p>Grammar:</p> <ul style="list-style-type: none"> •Use expanded noun phrases to convey complicated information concisely •Use modal verbs to indicate possibility •Using conjunctions to express time and cause •Use fronted adverbials •Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> •Use commas after fronted adverbials •Use commas to clarify meaning or avoid ambiguity in writing 	<p>The Secret Garden</p> <ul style="list-style-type: none"> • 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
3		Non Chron Report	<p>Grammar:</p> <ul style="list-style-type: none"> •Use expanded noun phrases to convey complicated information concisely •Use modal verbs to indicate possibility •Using conjunctions to express time and cause •Use fronted adverbials •Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use of formal tone and facts • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>I am Not a Label</p> <ul style="list-style-type: none"> • 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 • 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

<p>3</p>		<p>Diary Entry</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use modal verbs to indicate possibility • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<p>There's a Boy in the Girls Bathroom</p> <ul style="list-style-type: none"> • 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
<p>3</p>		<p>Poetry</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Using conjunctions to express time and cause • Use fronted adverbials • Use similes to accurately describe events <p>Punctuation:</p> <ul style="list-style-type: none"> • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing <p>Writing composition</p> <p>Perform compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Reaching for the stars, poems about extraordinary women and girls.</p> <ul style="list-style-type: none"> • 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