
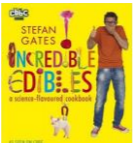

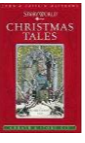






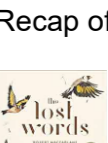


Year 5 English Curriculum

Requirement	Term	Autumn 1 7 weeks		Autumn 2 7 weeks		Spring 1 6 weeks		Spring 2 5.5 weeks		Summer 1 5 weeks		Summer 2 7.5 weeks	
	Genre	Descriptive writing	Instructions	Non-chronological report	Narrative	Information	Narrative	Non-fiction (information text)	Contemporary (poetry)	Fiction (Fairytale)	Explanation	Narrative	Poetry
	2025/26												Recap of skills
	Outcome	Write a story based on the Dream Giver focusing on 5 part structure.	To create their own revolting recipe	To write own –ology book about an area of interest (Monsterology) Write a class book for Year 5 exemplifying formal writing Write in the present tense	To create a Christmas story for younger children	To write about an imagined (or real-life) expedition and the person that undertook it, presenting the information in more than one way	Children to write an extended story based on their own version of Chapter 4 including describing the setting and relating this to the character's feelings and the plot.	To write a sequential explanation of the journey of an everyday thing	Write the middle section to a fairytale (Teacher has written beginning and end) which has similarities to the plot of Hansel and Gretel.	To write a non-fiction information, text based around an animal.	To write a poem about something from the natural world to accompany a (water colour) picture and contribute these pages to a class book		
	Purpose	To write a story based on an inspiring animation. Year 5 baseline	To engage the children in an instructional text presented in an informal and humorous style with a focus on layout.	To present a factual text in an interactive format.	To use own imagination to create a story making links between characters and objects as inspiration.	To communicate interesting facts and opinions about an explorer and why they are inspiration.	Write from a viewpoint with focus on 'show not tell'.	To explore a a powerfully visually book representing information in a variety of ways	Expose children to a dark, mature version of a fairy tale written by an established author	To use researched information to provide the details behind a text with clarity, correct terminology and to show an understanding of a non-fiction audience.	To explore a strongly patterned text with highly patterned language.		
Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).			How words are related by meaning as synonyms and antonyms		Third person, chronological, emotive language	layout devices (e.g. headings, subheadings, columns, bullets or tables to structure text)	Choose verbs as well as adjectives to describe the atmosphere and create a designed impact on the reader	Present tense, headings and sub-headings, non-chronological, some variety in formality		layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text)		use appropriate poetic devices, e.g.alliteration, onomatopoeia, repetition, to create images and interesting sounds explain vocabulary choices and word combinations in terms of the desired effect on the reader, using terminology related to poetry	
In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').		Use expanded noun phrases to describe settings and characters			Using expanded noun phrases to convey complicated information concisely				Character description of the mountain setting and giant. Create suspense and atmosphere like Neil Gaiman.	Use precise and detailed noun phrases		Using expanded noun phrases to convey complicated information concisely	
Use dialogue in narratives to convey character or advance the action.					Use dialogue to convey character and move the story on. Type 1 and 2.		"show not tell" how the character feels through dialogue and action		Use type 1, 2, 4 dialogue.		Recognise vocabulary and structures that are appropriate for formal speech and writing,		

Use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>). 			Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], and number [for example, secondly]	Formal adverbs and conjunctions within and across paragraphs	Devices to build cohesion within a paragraph (eg then, after, that, this, firstly) (Y5)	linking of ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>)	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number	Adverbial phrases and clauses.		Adverbial phrases and clauses.			Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,
Make choices in drafting and revising writing, showing understanding of how these enhance meaning.													
Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).													
use a range of verb forms, particularly the perfect, to mark relationships of time and cause.		Time adverbials		Present tense forms		using the perfect form of verbs to mark relationships of time and cause		Present tense verb forms, particularly simple present and present perfect ("Once the crocodile has devoured its prey...")				Using the perfect form of verbs to mark relationships of time and cause	
use modals and adverbs to indicate possibility.							Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Use modal verbs within formal structures (you will remember; as you can imagine)					
convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.		Use relative clauses			Using relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or with an implied							using relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or with an implied	Using relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or with an implied
use a range of clause structures, sometimes varying their position within the sentence for effect (secure and extend from Year 4).								Use subordinate clauses to convey complex information					
Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4). Avoid run-on sentences and comma splices.				Reinforce accurate sentence punctuation	Reinforce accurate sentence punctuation			Explore formal punctuation choices					

Indicate parenthesis using brackets, commas or dashes.			dash to mark the boundary between independent clause		Using brackets, dashes or commas to indicate parenthesis	using brackets, dashes or commas to indicate parenthesis	Brackets, dashes or commas to indicate parenthesis	Use parenthesis to engage the reader - as you can imagine, of course				Using brackets to indicate parenthesis	Using brackets, dashes or commas to indicate parenthesis
Use punctuation to ensure meaning is clear, particularly commas for clarity.		Commas after adverbials	Use of commas to clarify meaning or avoid ambiguity	parenthesis Semi-colons and colons				Commas after adverbials, adverbs and subordinate clauses		Revise use of punctuation within dialogue - ensure children remember initial capital and punctuation before closing dialogue.	using commas to clarify meaning or avoid ambiguity in writing		Using commas to clarify meaning or avoid ambiguity in writing