**Year 5**

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| **Grammar- word** | • Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]  Plus Year 3/4 objectives:  • Use verb prefixes [for example, dis–, de–, mis–, over– and re–]  • Recognise the grammatical difference between plural and possessive –s  • Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]  • Form nouns with a range of prefixes [for example super–, anti–, auto–]  • Use a or an according to whether the next word begins with a vowel or con-sonant  • Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] |
| **Grammar- sentence** | • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  Plus Year 3/4 objectives:  • Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although |
| **Grammar -Paragraphs** | • Organise paragraphs around a theme with a focus on more complex narrative structures  • Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]  • Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]  Plus Year 3/4 objectives:  • Use paragraphs to organise ideas around a theme  • Use Fronted adverbials [for example, later that day, I heard the bad news.]  • Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition  • Group related ideas into paragraphs  • Use headings and sub-headings to aid presentation  • Expressing time, place and cause using conjunctions, adverbs and prepositions |
| **Grammar -Tenses** | • Link ideas using tense choices  • Use modal verbs [for example, might, should, will, must] or adverbs [for example, perhaps, surely] to indicate degrees of possibility  Plus Year 3/4 objectives:  • Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]  • Use present and past tenses correctly and consistently • Use the progr |
| **Grammar - Punctuation** | • Use commas to clarify meaning or avoid ambiguity  • Use brackets, dashes or commas to indicate parenthesis  Plus Year2/3/4 objectives:  • Use commas after fronted adverbials 38  • Indicate apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]  • Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”]  • Use inverted commas to punctuate direct speech  • Use commas to separate items in a list  • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] |
| **Writing - Compostition** | **Plan writing:**  Identify the audience for and purpose of writing  Note and develop initial ideas, drawing on reading and research  Draft and write:  Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Integrate dialogue to convey character and advance the action  Précis longer passages  Use a wide range of devices to build cohesion  Use organisational and presentational devices  **Evaluate and edit:**  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  Use consistent and correct tense  Subject and verb agreement when using singular and plurals  Distinguish between the language of speech and writing  Choose the appropriate register  Proof-read for spelling and punctuation errors |
| **Handwriting** | • Write legibly, fluently and with speed so that they are able to quickly and accurately record clarify/express their thoughts  • Use the best implement suited for the task  • To write in pen, children will need to be able to demonstrate fluency and accuracy of letter formation in both their English and all other topic books.  • Children will address inaccuracies by put a line neatly through the error.  • Accuracy of spelling will need to be considered prior to using a Berol handwriting pen.  • Pens use will be taught in handwriting sessions from Year 4 onwards when writing is unlaboured. |
| **Terminology children MUST know by the end of Year 5**  Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause. Determiner, pronoun, possessive pronoun, adverbial.  **Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity** | |

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| **Autumn Term** | | | | **Spring Term** | | | | **Summer Term** | | | |
| Queen of the Falls by Chris Van Allsburg, Good Night Stories for Rebel Girls by Elena Favilli and Francesca Cavallo | | Beowulf by Michael Morpurgo | | Arthur and the Golden Rope by Joe Todd-Stanton | | The Darkest Dark by Chris Hadfield | | The Paperbag Prince by Colin Thompson | | Radiant Child by Javaka Steptoe, Life Doesn’t Frighten Me by Maya Angelou | |
| **Additional texts:**  Goodnight Stories for Rebel Girls by Ellen Favilli and Francesca Cavallo | | **Additional texts:** | | **Additional texts:**  Myths of the Norsemen by Roger Lancelyn Green Sue Reid | | **Additional texts:**  Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond | | **Additional texts:**  Additional Texts: The Last Wild by Piers Torday | | **Additional texts:**  Life Doesn’t Frighten Me by Maya Angelou | |
| **Outcome**: To write a series of diaries about significant events in Annie Edson Taylor’s life **Greater depth** :  To write a series of diaries about significant events in Annie Edson Taylor’s life including her viewpoint on other characters e.g. Frank Russell or Fred Truesdale | | **Outcome**: To write a further adventure for Beowulf.  **Greater depth:**  To write a further adventure for Beowulf, inventing their own monster and incorporating the motives and viewpoint of the monster. | | **Outcome**: To write a myth: to create characters (heroes, villains and monsters) and settings  **Greater depth** :  To write a myth from a different character’s point of view | | **Outcome**: To write a formal biography about Chris Hadfield  **Greater depth**:  To write a formal biography about Chris Hadfield including an extra section in informal first person | | **Outcome**: To write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to home and schools)  **Greater depth**: To write an oral presentation for a TV or online broadcast (vlog) as an expert | | **Outcome**: To write an information text about Jean-Michel Basquiat suitable for an art gallery. **Greater depth:**  To plan own structure and layout for an information text about Jean-Michel Basquiat suitable for an art gallery. | |
| **Prior Learning (Gateway Keys)**  •Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)  • Use fronted adverbials  • Use a variety of verb forms consistently and correctly  • Organise paragraphs around a theme | | **Prior Learning (Gateway Keys)**  • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)  • Use a variety of verb forms consistently and correctly  • Organise paragraphs around a theme  • Use a range of sentences with more than one clause (when, if, because, although) | | **Prior Learning (Gateway Keys)**  • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)  • Link ideas across paragraphs using adverbials  • Use of inverted commas and other punctuation to punctuate direct speech (Y4) | | **Prior Learning (Gateway Keys)**  • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)  • Organise paragraphs around a theme  • Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun | | **Prior Learning (Gateway Keys)**  • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)  • Organise paragraphs around a theme • Use expanded noun phrases to convey complicated information concisely  • Use relative clauses to add detail and description • Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) | | **Prior Learning (Gateway Keys)**  • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  • Use adverbs to indicate degrees of possibility  • Use a wider range of devices to build cohesion across paragraphs  • Link ideas using tense choices | |
| **Sentence**  Use fronted adverbials | | **Sentence**  Variety of verb forms used correctly and consistently including the present perfect  Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions | | **Sentence**  Use expanded noun phrases to convey complicated information concisely  Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun | | **Sentence**  Variety of verb forms used correctly and consistently including the present perfect  Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions | | **Sentence**  Use modal verbs to indicate degrees of possibility | | **Sentence**  Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Use adverbs to indicate degrees of possibility | |
| **Text**  Plan writing by identifying audience and purpose Organise paragraphs around a theme | | **Text**  Link ideas across paragraphs using adverbials  Link ideas using tense choices | | **Text**  Link ideas across paragraphs using adverbials | | **Text**  Link ideas across paragraphs using adverbials Link ideas using tense choices | | **Text**  Use devices to build cohesion within a paragraph Choose the appropriate register Enhance meaning through selecting appropriate grammar and vocabulary | | **Text**  Use a wider range of devices to build cohesion across paragraphs  Link ideas using tense choices | |
| **Punctuation**  Commas after fronted adverbials  Use commas to clarify meaning or avoid ambiguity in writing | | **Punctuation**  Use brackets, dashes or commas to indicate parenthesis | | **Punctuation**  Use commas to clarify meaning or avoid ambiguity in writing | | **Punctuation**  Use brackets, dashes or commas to indicate parenthesis | | **Punctuation**  Use brackets, dashes or commas to indicate parenthesis | | **Punctuation** | |
| **Vocabulary linked**  **to text** | restless fearless outstretched visible cascading plunge pounding hypnotised survive/survival adjusted discombobulation spectators remarkable locomotive handkerchiefs barrel lecture halls currents downriver shoreline widow rapids waterfall | | avenger banquet barricaded callous chainmail companions courage descendants despair enraged enthralled grief lair merciless perilous prosperity savage seized stalked vengeful vile wrenched | | elements mighty bounded gravely ravaged realms peril endurance fruitful valiant ravines molten embers townsfolk meddler fjord warrior cauldron talon | | declared depended gathered experiment darkness explore exploration resilient aspiration impossible astronaut gravity lunar atmosphere universe galaxy spherical moonless orbited military | | vanished emerged gathered jammed thundery managed scavenge responsible attention refrigerators carriage steam engine council rubbish dump stove machine brambles paradise poison | | unique phenomenon masterpiece patchwork collage graffiti concrete jungle radiant represents contemporary activism tag/tagged exhilarating expressive captivating influential inspires symbolises dwells |
| **YR 5/6 Vocabulary** | achieve bruise curiosity desperate disastrous embarrass especially immediately marvellous muscle opportunity profession queue recommend sacrifice temperature | | aggressive ancient appreciate community conscience equip (-ped, -ment) especially foreign harass privilege soldier suggest symbol | | attached category committee definite exaggerate excellent foreign interrupt lightning marvellous mischievous privilege relevant rhythm stomach symbol twelfth yacht | | according amateur communicate develop equipment existence forty frequently government leisure physical programme soldier system vehicle | | apparent appreciate average awkward bargain cemetery competition conscious controversy correspond criticise environment explanation guarantee interfere occupy parliament pronunciation secretary signature sincerely thorough vegetable | | convenience conscious desperate determined environment especially frequently harass hindrance identity individual language necessary nuisance occur opportunity persuade prejudice suggest |
| **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Engage reader through use of description, feelings and opinions  • Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards)  • Use rhetorical questions to engage reader  • Use consistent 1st person  • Write in consistent tense including progressive and perfect forms  • Include the 5Ws – who, what, where, when, why and how | | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Develop and keep characters consistent through description  • Develop settings through description and link this with the characters or plot  • A struggle between good and evil  • Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language  • Traditional story opening and ending  • Use paragraphs to vary pace and emphasis  • Use dialogue to move action forward | | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Vary story openings: start with dialogue, action or description  • Use paragraphs to vary pace and emphasis  • Use dialogue to move action forward  • Create a plot: a journey, a quest or a series of trials for the hero  • Create characters which behave in superhuman ways with unusual powers or strong characteristics  • Create a magic object which may symbolise something | | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Engage reader through use of description, feelings and opinions  • Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary  • Use real life facts, including dates and place names  • Use thematic language specific to the subject  • Use formal language appropriately | | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Use precise word choices  • Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)  • Use persuasive language: quotes and rhetorical questions  • Directly appeal to the reader  • Support points using persuasive examples and provide evidence  • Provide well-developed factual information for the reader  • Include a summarising statement | | **Feature keys** (vocabulary, manipulating sentences and tense, structure)  • Use precise word choices  • Select language to appeal to the reader  • Use a formal tone  • Provide well-developed factual information for the reader  • Manipulate style for specific purpose and audience  • Write an introduction | |
| **Grammar lessons (Nelson)** | | | | | | | | | | | |
| **Unit 3 verbs:**  Forming verb tenses for given infinitives/ identifying verb and tense in sentences  **Unit 4 sentences:**  Direct speech  **Unit 5 adverbs:**  identifying adverb clauses in sentences/ linking adverb clause to verb  **Unit 20 paragraphs:**  adverbials | | **Unit 17 sentences:**  Relative clauses  **Unit 18 verbs:**  Identifying auxiliary verbs  **Unit 20 paragraphs:**  adverbials | | **Unit 4 sentences:**  Direct speech  **Unit 17 sentences:**  Relative clauses  **Unit 26 punctuation:**  Commas to avoid ambiguity  **Unit 25 sentences:**  Main adverb and relative clauses  **Unit 14 Punctuation:**  Identifying possession and contraction apostrophes in sentences | |  | |  | |  | |