

Year 5 and 6 English Curriculum



	VIKINGS	ENERGY	TUDORS	MIGRATION	MAYA / ANGLO-SAXONS	OCEANS	
Topic	Were the Vikings raiders, traders or settlers?	Where does our Energy Come from?	What was Life like in Tudor England?	Why does Population Change?	How did the Maya civilisation compare to the Anglo-Saxons?	Why do our oceans matter?	
Suggested Texts	<p>Whole Class Reading: Odd & The Frost Giants – Neil Gaiman Viking Boy – Tony Bradman Picture Book: Varmints – Helen Ward Non-Fiction: What A Wonderful World – Leisa Stewart-Sharpe Story-time: The Light Thieves – Helena Duggan, The Extraordinary Colours of Auden Dare – Zillah Bethell</p> 	<p>Whole Class Reading: No Ballet Shoes In Syria – Catherine Bruton Non-Fiction: The Tudors – Kings Queens Scribes and Ferrets – Marcia Williams Story-time: Diver's Daughter – Patrice Lawrence</p> 	<p>Whole Class Reading: The Buried Crown – Ally Sherrick Journey to the River Sea – Eva Ibbotson Non-Fiction: Ocean Anatomy – Julia Rothman What A Wonderful World – Leisa Stewart-Sharpe Picture Book: The Barnabus Project</p> 				
Writing Genres	<ul style="list-style-type: none"> Narrative recount Character and setting descriptions Informal Letters Short explanations Dialogue Persuasive speech Book Review – opinion piece Poetry (see progression doc) <p>Odd & the Frost Giants: Main Outcome: Retelling (narrative)- alternative perspective</p> <p>Viking Boy: Main Outcome: Develop descriptive writing and accurate use of a range of sentence types.</p>	<ul style="list-style-type: none"> Narrative including dialogue Formal letters Informal diary entries Non-Chronological Report Biography (Queen Elizabeth / Henry VIII) Journalistic Writing: newspaper report Poetry (see progression doc) <p>No Ballet Shoes In Syria: Main Outcome: Formal & Informal tone through letter-writing, narrative with dialogue</p> <p>The Queen's Fool: Main Outcome: Retelling (narrative)- alternative perspective</p>	<ul style="list-style-type: none"> Internal monologues, Personal narrative, Continuation of the story, Diary entries, Free writing Formal piece of non-fiction Poetry (see progression doc) <p>The Buried Crown: Main Outcome: Formal & Informal tone through letter-writing, narrative with dialogue</p> <p>Skellig: Main Outcome: Retelling (narrative)- alternative perspective</p>				
Vocabulary	believe, considered, famous, morose, naughty, reign, strength, special, surprises	empathy, refugee		fuhrer, chimed, private, superior, forked, penetrating, emblem,			
Composition & Features	<p>Planning Identify the audience and purpose of the writing and select the appropriate form Note and develop initial ideas, drawing on reading and research, where necessary</p> <p>Drafting Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning Precis longer passages Use a range of devise to build cohesion within and between paragraphs Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Evaluating and Editing Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure that consistent and correct use of tense throughout a piece of writing Ensure correct subject and very agreement when using singular and plural Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>			<p>Features: Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Active and Passive: They removed the ring from the drawer. The ring was removed from the drawer. Modifiers for intensity: insignificant amount, exceptionally, recently, evidently Adverbs for Frequency or Subtlety: often, seldom, exactly, suspiciously, craftily Repetition: The boys ran and ran until they could run no more. Simile and Metaphor: ...as small as a mouth... ...strong like a bull... He was a walking encyclopaedia. Her tears were a river flowing down her face. Personification: The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.</p>			
GaP Y5 & 6	<p>Ready to Write: Revision of Lower Key Stage 2 Grammar</p> <ul style="list-style-type: none"> Noun phrases Using fronted adverbials Possessive/ Plural Direct Speech 	<p>Modal Verbs</p> <ul style="list-style-type: none"> Using modal verbs to indicate degrees of possibility Indicating degrees of possibility using modal verbs [for example, might, should, will, must] 	<p>Parenthesis</p> <ul style="list-style-type: none"> Using brackets, dashes or commas to indicate parenthesis <p>Terminology for pupils: • parenthesis •bracket • dash</p>	<p>Tenses</p> <ul style="list-style-type: none"> Using the perfect form of verbs to mark relationships of time and cause <p>End of term Assessment</p>	<p>Commas</p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing <p>Terminology for pupils: • ambiguity</p>	<p>Prefixes</p> <ul style="list-style-type: none"> Verb prefixes [for example, dis-, de-, mis-, over- and re-] <p>Suffixes</p>	

	<p>Relative Clauses</p> <ul style="list-style-type: none"> - Include use of an implied (ie omitted) relative pronoun <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • relative pronoun • relative clause <p>Modal verbs Using adverbs to indicate degrees of possibility</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Synonyms and Antonyms</p> <p>(Y6 only) Using brackets, dashes or commas to indicate parenthesis</p>	<p>Terminology for pupils:</p> <ul style="list-style-type: none"> • modal verb <p>Adverbs</p> <ul style="list-style-type: none"> - Using adverbs to indicate degrees of possibility - Indicating degrees of possibility using adverbs [for example, perhaps, surely] <p>End of term Assessment</p> <p>Word Classes</p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • subject • object <p>Subjunctive Form</p> <ul style="list-style-type: none"> - Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] - Recognising subjunctive forms <p>End of term Assessment</p>	<p>Expanded Noun Phrases</p> <ul style="list-style-type: none"> - Using expanded noun phrases to convey complicated information concisely <p>Punctuation</p> <ul style="list-style-type: none"> - Using a colon to introduce a list - Use of the colon to introduce a list - Use of semicolons within lists - Punctuating bullet points consistently - Punctuation of bullet points to list information <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • colon • semicolon • bullet points <p>Active and Passive</p> <ul style="list-style-type: none"> - Using passive verbs to affect the presentation of information in a sentence - Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • active • passive <p>Formal and Informal</p> <ul style="list-style-type: none"> - Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</p>	<p>Punctuation</p> <ul style="list-style-type: none"> - Using semi-colons to mark boundaries between independent clauses - Using colons to mark boundaries between independent clauses - Using dashes to mark boundaries between independent clauses - Use of the semi-colon to mark the boundary between independent clauses - Use of the colon to mark the boundary between independent clauses - Use of the dash to mark the boundary between independent clauses <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • colon • semi-colon <p>Hyphens</p> <ul style="list-style-type: none"> - Using hyphens to avoid ambiguity - How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus recover <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • hyphen <p>End of term Assessment</p>	<p>Cohesion</p> <ul style="list-style-type: none"> - 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] <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • cohesion <p>Revision</p> <p>Assessments (SATs)</p> <p>1. Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Terminology for pupils: • Ellipsis</p>	<ul style="list-style-type: none"> - Converting nouns or adjectives into verbs using suffixes [for example, – ate; –ise; – ify] <p>End of term/year Assessment</p> <p>Consolidation (Key Stage 2) Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</p> <p>End of term Assessment</p>
Spelling Y5	1. Words with endings that sound like /shuhs/ spelt with ‘-cious’	1. Words with ‘silent’ letters 2. Words with ‘silent’ letters 3. Modal verbs	1. Creating nouns using -ity suffix	1. Words with an /or/ sound spelt ‘or’	1. Words containing the letter string ‘ough’	1. Unstressed vowels in polysyllabic words

	<ol style="list-style-type: none"> Words with endings that sound like /shuhs/ spelt with '-tious' or '-ious' Words with the short vowel sound /i/ spelt with 'y' Words with the long vowel sound /i/ spelt with 'y' Homophones and near homophones Homophones and near homophones Review Week 	<ol style="list-style-type: none"> Words ending in 'ment' Adverbs of possibility and frequency 6. Statutory spelling challenge words Review Week 	<ol style="list-style-type: none"> Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones and near homophones Homophones and near homophones Homophones and near homophones Review Week 	<ol style="list-style-type: none"> Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs using the suffix -ise Convert nouns or adjectives into verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -en Review Week 	<ol style="list-style-type: none"> Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' 6. Statutory spelling challenge words Review Week 	<ol style="list-style-type: none"> Adding verb prefixes de and re- Adding verb prefix over Convert nouns or verbs into adjectives using the suffix -ful Convert nouns or verbs into adjectives using the suffix -ive Convert nouns or verbs into adjectives using the suffix -al Review Week
Common Exception Words Y5	conscious symbol physical system rhythm occupy rhyme	yacht guarantee equipment environment government parliament frequently vegetable vehicle bruise soldier stomach recommend leisure privilege occur neighbour	community curiosity	forty category according opportunity communicate	thorough immediately sincere interfere amateur ancient bargain muscle queue recognise twelfth profession develop harass	definite secretary dictionary familiar professional
Spelling Y6	<ol style="list-style-type: none"> Ambitious Synonyms: Adjectives Homophones and near homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in -ance/ -ancy Adjectives ending in -ent into nouns ending in -ence/ -ency Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel Hyphens: To join compound adjectives to avoid ambiguity Review Week 	<ol style="list-style-type: none"> Words ending in -able Words ending in -able Words ending in -ably Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes micro- or mini- Review Week 	<ol style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning 6. Statutory spelling challenge words Review Week 	<ol style="list-style-type: none"> Words with endings which sound like /shuhl/ after a vowel letter, commonly spelt '-cial' Words with endings which sound like /shuhl/ after a consonant letter, commonly spelt '-tial' Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words are related in form and meaning 6. Statutory spelling challenge words Review Week 	<ol style="list-style-type: none"> Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs Words that can be nouns and verbs Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible Words ending in -ibly Review Week 	<ol style="list-style-type: none"> Synonyms and antonyms Review Week
Common Exception Words Y6	aggressive awkward desperate disastrous marvellous relevant excellent existence	temperature variety suggest lightning	achieve convenience mischievous committee interrupt interfere attached available average competition conscience controversy correspond embarrass especially exaggerate	cemetery necessary sacrifice hindrance nuisance prejudice accommodate accompany signature foreign apparent appreciate persuade individual	programme shoulder	

				language sufficient determined explanation pronunciation		
VIPER Focus (See VIPER Progression)	(See VIPER Progression)	(See VIPER Progression)	(See VIPER Progression)	(See VIPER Progression)	(See VIPER Progression)	