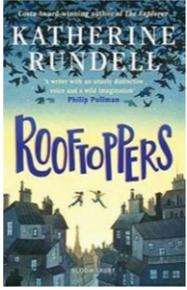
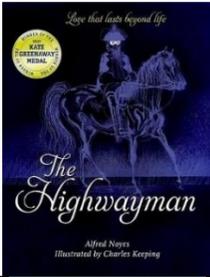
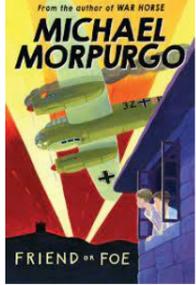
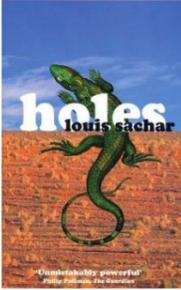
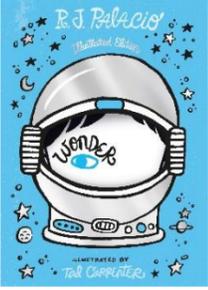
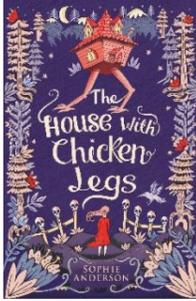
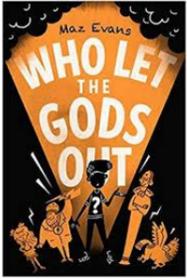
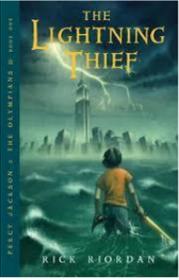
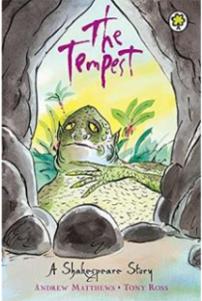
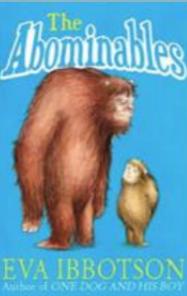
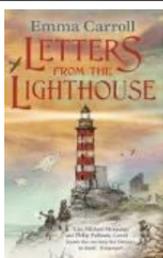
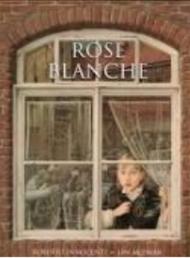
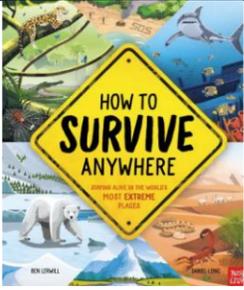
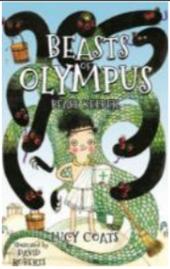


# Year 5 and 6 English Curriculum



	What is life like in the Alps?	What was the impact of WW2 on the people of Britain?	Would you like to live in the Desert?	What does the census tell us about our local area?	What did the greeks Ever do for Us?	Can I carry out an independent fieldwork enquiry?						
Core Texts	 	  	 		 							
Additional Texts		 		 								
Writing Opportunities	Character description Setting description Informal letter (formality focus) Narrative poetry	Narrative Blackout Poetry Non-chronological report	Character description (narrative) Narrative (diary – different perspectives) Non-chronological report - Science	Explanation Argument / Persuasive writing (formal letter)	Letters (formal and informal) Narrative (historical setting)	Play scripts, poetry, reviews, (performance focus)						
Vocabulary	atlas climate climate change coniferous trees data deciduous trees enquiry fold mountain glacier hemisphere human feature land height latitude leisure longitude method mountain climate	mountain range OS map physical feature population questionnaire sea level recreational land use risk route scale temperate temperate forest tourism tourist vegetation	accuracy air raid Battle of Britain bias The Blitz evacuation evacuee	impact propaganda purpose reliability	agriculture airstrip arid barren biome climate desert desertification drought flash flood mesa mining mushroom rock national park natural arch	nature reserve rainfall ranching renewable energy salt flat sand dune sparse time zone tourist attraction vegetation weather	decade historical enquiry occupation	politics reliable suffrage	assembly constitutional monarchy democracy direct democracy ethics government	period philosophy oligarchy representative democracy	analyse audience city data data collection methods enquiry evidence impact improvement issue justify	plot presenting process recommendation region risk route subjective viewpoint

<p>GaP Y5</p>	<p><b>Ready to Write</b></p> <ul style="list-style-type: none"> <li>- Choosing nouns or pronouns Noun phrases phrases</li> <li>- Using fronted adverbials</li> <li>- The grammatical difference between plural and possessive –Use of inverted commas and other punctuation to indicate direct speech</li> </ul> <p><b>Relative Clauses</b></p> <ul style="list-style-type: none"> <li>- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p><b>Terminology for pupils:</b></p> <ul style="list-style-type: none"> <li>• relative pronoun •relative clause</li> </ul>	<p><b>Modal Verbs</b></p> <ul style="list-style-type: none"> <li>- Using modal verbs to indicate degrees of possibility Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</li> </ul> <p><b>Terminology for pupils:</b></p> <ul style="list-style-type: none"> <li>• modal verb</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>- Using adverbs to indicate degrees of possibility</li> <li>- Indicating degrees of possibility using adverbs [for example, perhaps, surely]</li> </ul> <p><b>End of term Assessment</b></p>	<p><b>Parenthesis</b></p> <ul style="list-style-type: none"> <li>- Using brackets, dashes or commas to indicate parenthesis</li> </ul> <p><b>Terminology for pupils:</b></p> <ul style="list-style-type: none"> <li>• parenthesis •bracket • dash</li> </ul> <p><b>Expanded Noun Phrases</b></p> <ul style="list-style-type: none"> <li>- Using expanded noun phrases to convey complicated information concisely</li> </ul>	<p><b>Tenses</b></p> <ul style="list-style-type: none"> <li>- Using the perfect form of verbs to mark relationships of time and cause</li> </ul> <p><b>End of term Assessment</b></p>	<p><b>Commas</b></p> <ul style="list-style-type: none"> <li>- Using commas to clarify meaning or avoid ambiguity in writing</li> </ul> <p><b>Terminology for pupils:</b></p> <ul style="list-style-type: none"> <li>• ambiguity</li> </ul> <p>Cohesion</p> <ul style="list-style-type: none"> <li>- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>- 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]</li> </ul> <p><b>Terminology for pupils:</b></p> <ul style="list-style-type: none"> <li>• cohesion</li> </ul>	<p><b>Prefixes</b></p> <ul style="list-style-type: none"> <li>- Verb prefixes [for example, dis–, de–, mis–, over– and re–]</li> </ul> <p><b>Suffixes</b></p> <ul style="list-style-type: none"> <li>- Converting nouns or adjectives into verbs using suffixes [for example, – ate; –ise; – ify]</li> </ul> <p><b>End of term/year Assessment</b></p>
<p>GaP Y6</p>	<p><b>Ready to Write</b></p> <ul style="list-style-type: none"> <li>- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>- Using modal verbs to indicate degrees of possibility</li> <li>- Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</li> <li>- Using adverbs to indicate degrees of possibility</li> <li>- Indicating degrees of possibility using adverbs [for example, perhaps, surely]</li> <li>- Using brackets, dashes or commas to indicate parenthesis</li> <li>- Using expanded noun phrases to convey complicated information concisely</li> </ul>	<p><b>Word Classes</b></p> <p><b>Terminology for pupils:</b></p> <ul style="list-style-type: none"> <li>• subject • object</li> </ul> <p><b>Subjunctive Form</b></p> <ul style="list-style-type: none"> <li>- Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</li> <li>- 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]</li> <li>- 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</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>- Using a colon to introduce a list</li> <li>- Use of the colon to introduce a list</li> <li>- Use of semicolons within lists</li> <li>- Punctuating bullet points consistently</li> <li>- Punctuation of bullet points to list information</li> </ul> <p><b>Terminology for pupils:</b></p> <ul style="list-style-type: none"> <li>• colon • semicolon • bullet points</li> </ul> <p><b>Active and Passive</b></p> <ul style="list-style-type: none"> <li>- Using passive verbs to affect the presentation of information in a sentence</li> <li>- 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)]</li> </ul> <p><b>Terminology for pupils:</b></p> <ul style="list-style-type: none"> <li>• active • passive</li> </ul>	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>- Using semi-colons to mark boundaries between independent clauses</li> <li>- Using colons to mark boundaries between independent clauses</li> <li>- Using dashes to mark boundaries between independent clauses</li> <li>- Use of the semi-colon to mark the boundary between independent clauses</li> <li>- Use of the colon to mark the boundary between independent clauses</li> <li>- Use of the dash to mark the boundary between independent clauses</li> </ul> <p><b>Terminology for pupils:</b></p> <ul style="list-style-type: none"> <li>• colon • semi-colon</li> </ul> <p><b>Hyphens</b></p> <ul style="list-style-type: none"> <li>- Using hyphens to avoid ambiguity</li> <li>- How hyphens can be used to avoid ambiguity [for example,</li> </ul>	<p><b>Revision</b></p> <p><b>Assessments (SATs)</b></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>	<p><b>Consolidation (Key Stage 2)</b></p> <p>Coverage of all KS2 Grammar, Vocabulary and Punctuation objectives.</p> <p><b>End of term Assessment</b></p>

	<ul style="list-style-type: none"> <li>- Using the perfect form of verbs to mark relationships of time and cause</li> <li>- Using commas to clarify meaning or avoid ambiguity in writing</li> </ul> <p><b>Synonyms and Antonyms</b></p> <ul style="list-style-type: none"> <li>- How words are related by meaning as synonyms and antonyms [for example, big, large, little]</li> </ul> <p><b>Terminology for pupils:</b></p> <ul style="list-style-type: none"> <li>• synonym • antonym</li> </ul>	<p>Were they to come in some very formal writing and speech]</p> <ul style="list-style-type: none"> <li>- Recognising subjunctive forms</li> </ul> <p><b>End of term Assessment</b></p>	<p><b>Formal and Informal</b></p> <ul style="list-style-type: none"> <li>- Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</li> <li>- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>- The difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> </ul>	<p>man eating shark versus man-eating shark, or recover versus recover</p> <p><b>Terminology for pupils:</b></p> <ul style="list-style-type: none"> <li>• hyphen</li> </ul> <p><b>End of term Assessment</b></p>		
Spelling Y5	<ol style="list-style-type: none"> <li>1. Words with endings that sound like /shuhs/ spelt with '-cious'</li> <li>2. Words with endings that sound like /shuhs/ spelt with '-tious' or '-ious'</li> <li>3. Words with the short vowel sound /i/ spelt with 'y'</li> <li>4. Words with the long vowel sound /i/ spelt with 'y'</li> <li>5. Homophones and near homophones</li> <li>6. Homophones and near homophones</li> <li>7. Review Week</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with 'silent' letters</li> <li>2. Words with 'silent' letters</li> <li>3. Modal verbs</li> <li>4. Words ending in 'ment'</li> <li>5. Adverbs of possibility and frequency</li> <li>6. <b>Statutory spelling challenge words</b></li> <li>7. Review Week</li> </ol>	<ol style="list-style-type: none"> <li>1. Creating nouns using -ity suffix</li> <li>2. Creating nouns using -ness suffix</li> <li>3. Creating nouns using -ship suffix</li> <li>4. Homophones and near homophones</li> <li>5. Homophones and near homophones</li> <li>6. Homophones and near homophones</li> <li>7. Review Week</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with an /or/ sound spelt 'or'</li> <li>2. Words with /or/ sound spelt 'au'</li> <li>3. Convert nouns or adjectives into verbs using the suffix -ate</li> <li>4. Convert nouns or adjectives into verbs using the suffix -ise</li> <li>5. Convert nouns or adjectives into verbs using the suffix -ify</li> <li>6. Convert nouns or adjectives into verbs using the suffix -en</li> <li>7. Review Week</li> </ol>	<ol style="list-style-type: none"> <li>1. Words containing the letter string 'ough'</li> <li>2. Words containing the letter string 'ough'</li> <li>3. Adverbials of time</li> <li>4. Adverbials of place</li> <li>5. Words with an /ear/ sound spelt 'ere'</li> <li>6. <b>Statutory spelling challenge words</b></li> <li>7. Review Week</li> </ol>	<ol style="list-style-type: none"> <li>1. Unstressed vowels in polysyllabic words</li> <li>2. Adding verb prefixes de and re-</li> <li>3. Adding verb prefix over</li> <li>4. Convert nouns or verbs into adjectives using the suffix -ful</li> <li>5. Convert nouns or verbs into adjectives using the suffix -ive</li> <li>6. Convert nouns or verbs into adjectives using the suffix -al</li> <li>7. Review Week</li> </ol>
Common Exception Words Y5	<b>conscious symbol physical system rhythm occupy rhyme</b>	<b>yacht guarantee equipment environment government parliament frequently vegetable vehicle bruise soldier stomach recommend leisure privilege occur neighbour</b>	<b>community curiosity</b>	<b>forty category according opportunity communicate</b>	<b>thorough immediately sincere interfere amateur ancient bargain muscle queue recognise twelfth profession develop harass</b>	<b>definite secretary dictionary familiar professional</b>
Spelling Y6	<ol style="list-style-type: none"> <li>1. Ambitious Synonyms: Adjectives</li> <li>2. Homophones and near homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy</li> <li>3. Adjectives ending in -ant into nouns ending in -ance/ -ancy</li> <li>4. Adjectives ending in -ent into nouns</li> </ol>	<ol style="list-style-type: none"> <li>1. Words ending in -able</li> <li>2. Words ending in -able</li> <li>3. Words ending in -ably</li> <li>4. Word families based on common words, showing how words are related in form and meaning</li> <li>5. Word families based on common words, showing how words are related in form and meaning</li> <li>6. Creating diminutives using prefixes micro- or mini-</li> </ol>	<ol style="list-style-type: none"> <li>1. Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>2. Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</li> <li>3. Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)</li> <li>4. Word families based on common words, showing</li> </ol>	<ol style="list-style-type: none"> <li>1. Words with endings which sound like /shuhl/ after a vowel letter, commonly spelt '-cial'</li> <li>2. Words with endings which sound like /shuhl/ after a consonant letter, commonly spelt '-tial'</li> <li>3. Words with a 'soft c' spelt /ce/</li> <li>4. Word families based on common words, showing</li> </ol>	<ol style="list-style-type: none"> <li>1. Word families based on common words, showing how words are related in form and meaning</li> <li>2. Words that can be nouns and verbs</li> <li>3. Words that can be nouns and verbs</li> <li>4. Words with a long /o/ sound spelt 'ou' or 'ow'</li> <li>5. Words ending in -ible</li> </ol>	<ol style="list-style-type: none"> <li>1. Synonyms and antonyms</li> <li>2. Synonyms and antonyms</li> <li>3. Synonyms and antonyms</li> <li>4. Synonyms and antonyms</li> <li>5. Synonyms and antonyms</li> <li>6. Synonyms and antonyms</li> <li>7. Review Week</li> </ol>

	<p>ending in -ence/ -ency</p> <p>5. Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel</p> <p>6. Hyphens: To join compound adjectives to avoid ambiguity</p> <p>7. Review Week</p>	7. Review Week	<p>how words are related in form and meaning</p> <p>5. Word families based on common words, showing how words are related in form and meaning</p> <p><b>6. Statutory spelling challenge words</b></p> <p>7. Review Week</p>	<p>how words are related in form and meaning</p> <p>5. Word families based on common words, showing how words are related in form and meaning</p> <p><b>6. Statutory spelling challenge words</b></p> <p>7. Review Week</p>	<p>6. Words ending in -ibly</p> <p>7. Review Week</p>	
Common Exception Words Y6	<p><b>aggressive awkward desperate disastrous marvellous relevant excellent existence</b></p>	<p><b>temperature variety suggest lightning</b></p>	<p><b>achieve convenience mischievous committee interrupt interfere attached available average competition conscience controversy correspond embarrass especially exaggerate</b></p>	<p><b>cemetery necessary sacrifice hindrance nuisance prejudice accommodate accompany signature foreign apparent appreciate persuade individual language sufficient determined explanation pronunciation</b></p>	<p><b>programme shoulder</b></p>	
VIPER Focus (See VIPER Progression)						