





# Copplesstone English Curriculum

## Year 5

### Writing

#### Writing composition taught in every unit

##### Planning writing:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas
- Noting and developing initial ideas, drawing on reading and research where necessary

##### Drafting writing:

- Craft first and second drafts, making improvements by rereading to check that the meaning is clear
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

##### Evaluate and Edit:

- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proofread for spelling and punctuation errors

#### Handwriting & Presentation

Write legibly, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task



# Coplestone English Curriculum

## Year 5

Writing			
Term	Autumn	Spring	Summer
<p><b>Writing:</b> <b>Grammar &amp; Punctuation</b></p>	<p><b>Varjak Paw:</b></p> <ul style="list-style-type: none"> <li>• Write in paragraphs with links between them</li> <li>• Use alliteration</li> <li>• Use expanded noun phrases to convey complicated information correctly</li> <li>• Use a range of punctuation to aid meaning</li> <li>• Use a range of sentence constructions e.g. power of three, joining sentences</li> <li>• Use commas to clarify meaning or avoid ambiguity</li> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use adverbs to express time, place and cause</li> </ul> <p><b>Dark Sky Park:</b></p> <ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research where necessary</li> <li>• Select the appropriate form and use other similar writing as models for their own</li> <li>• Describe settings, characters, and atmosphere</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use semi-colons, colons, or dashes to mark boundaries between independent clauses</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<p><b>Kensuke’s Kingdom:</b></p> <ul style="list-style-type: none"> <li>• Describe settings, characters and atmosphere, and integrating dialogue to convey character and advance the action</li> <li>• Show, rather than tell, how the character feels, through dialogue and action</li> <li>• Build cohesion within and across paragraphs (e.g. <i>then, after that, this, firstly</i>)</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</li> <li>• Link ideas across paragraphs using adverbials of time, place, and number</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> </ul> <p><b>Cracking Contraptions:</b></p> <ul style="list-style-type: none"> <li>• Select appropriate vocabulary, understanding how such choices can change and enhance meaning - strong verbs</li> <li>• Use further organizational devices to structure text and to guide the reader - begin sentences with <i>when</i> and <i>as</i></li> <li>• Use expanded noun phrases with pre- and post- modification</li> <li>• Use the passive voice to create a formal text</li> <li>• Use multi-clause sentences</li> </ul>	<p><b>Straw into Gold:</b></p> <ul style="list-style-type: none"> <li>• Consider choices of vocabulary and grammatical structures to purposefully create atmosphere, and can change and enhance meaning</li> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> <li>• Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</li> <li>• Recognise vocabulary and structures that are appropriate for formal speech</li> <li>• Use ‘show-not-tell’ to describe</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b>Persuasive letter:</b></p> <ul style="list-style-type: none"> <li>• Use further organisational and presentational devices to structure text and to guide the reader</li> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> <li>• Use relative clauses beginning with <i>who, which, where, when, or that</i></li> <li>• Use a colon to introduce a list</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> </ul>



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	<p><b>Short Stories:</b></p> <ul style="list-style-type: none"><li>• Use relative clauses beginning with who, which, where, when, whose, that, or with an implied relative pronoun</li><li>• Punctuate writing correctly</li><li>• Use a wide range of devices to build cohesion within and across paragraphs</li><li>• Use adverbials to a clause to create cohesion</li><li>• Understand the function of adverbials</li></ul> <p><b>Planets of the Solar System:</b></p> <ul style="list-style-type: none"><li>• Use a wide range of devices to build cohesion within and across paragraphs</li><li>• Use multi-clause sentences</li><li>• Use expanded noun phrases with pre- and post- modification</li><li>• Use expanded noun phrases to convey complicated information concisely</li><li>• Use adverbs to express time, place and cause</li><li>• Use commas to clarify meaning or avoid ambiguity in writing</li><li>• Indicate possession by using the possessive apostrophe with singular and plural nouns</li><li>• Use further organisational and presentational devices to structure text and to guide the reader</li></ul>	<ul style="list-style-type: none"><li>• Use further organisational and presentational devices to structure text and to guide the reader</li><li>• Use the first three or four letters of a word to check the spelling and meaning of words</li><li>• Use a thesaurus</li></ul> <p><b>Rain Player:</b></p> <ul style="list-style-type: none"><li>• Use a wide range of devices to build cohesion within and across paragraphs</li><li>• Use adverbs to express time, place and cause</li><li>• Use inverted commas and other punctuation to indicate direct speech</li><li>• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li><li>• Use modal verbs or adverbs to indicate degrees of possibility</li><li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• Use a range of layout devices to structure text</li><li>• Use of the colon to introduce a list and use of semi-colons within lists</li><li>• Use of the passive to affect the presentation of information in a sentence</li></ul> <p><b>The Highwayman:</b></p> <ul style="list-style-type: none"><li>• Use commas to clarify meaning or avoid ambiguity in writing</li><li>• Describe setting, characters and atmosphere</li><li>• Use expanded noun phrases</li><li>• Choice of vocabulary for effect</li></ul>	<p><b>Is This a Poem:</b></p> <ul style="list-style-type: none"><li>• Note and develop initial ideas, drawing on what they have read</li><li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• Use commas to clarify meaning or avoid ambiguity in writing</li><li>• Make bold and precise use of vocabulary to create images</li><li>• Explain and justify choices using terminology related to poetry</li></ul> <p><b>Happy Here:</b></p> <ul style="list-style-type: none"><li>• Select the appropriate form for the audience and purpose of their writing</li><li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• Use a wide range of devices to build cohesion within and across paragraphs</li><li>• Integrate dialogue to convey character and advance the action</li><li>• Describe settings, characters and atmosphere</li><li>• Use a wide range of devices to build cohesion within and across paragraphs</li><li>• Ensure the consistent and correct use of tenses</li><li>• Use adverbs to express time, place and cause</li><li>• Use relative clauses beginning with who, which, where, when, whose, or that</li><li>• Proof read for spelling and punctuation errors</li></ul>
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# Coppelstone English Curriculum

## Year 5

Spelling		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Words ending in '-ious'</li> <li>Words ending in '-cious'</li> <li>Ending '-cial' and '-tial.' Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.</li> <li>Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant</li> <li>Challenge words</li> <li>Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.</li> <li>Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place</li> <li>Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu</li> <li>Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation'</li> <li>Words ending in '-ably' and '-ibly'</li> <li>Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>Words ending in '-able.' If this is being added to a root word ending in -ce or -ge</li> <li>Adverbs of time (temporal adverbs) these are words to develop chronology in writing</li> <li>Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>Words with 'silent' letters at the start</li> <li>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> <li>Challenge Words</li> <li>Words spelled with 'ie' after c</li> <li>Words with the 'ee' sound spelled ei after c</li> </ul>	<ul style="list-style-type: none"> <li>Words containing the letter string 'ough' where the sound is /aw/</li> <li>Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow Adverbs of possibility</li> <li>Challenge Words</li> <li>Homophones or near homophones</li> <li>Challenge Words</li> <li>Hyphens</li> <li>Challenge Words</li> <li>Revision: Year 5 words</li> </ul>



# Coppelstone English Curriculum

## Year 5

Reading		
Autumn	Spring	Summer
<p><b>Varjak Paw:</b></p> <ul style="list-style-type: none"> <li>Increase their familiarity with a wide range of books, including fiction from our literary heritage</li> <li>Identify and discuss themes and conventions in and across a wide range of reading</li> <li>Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify them with evidence</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p><b>Dark Sky Park:</b></p> <ul style="list-style-type: none"> <li>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume so that meaning is clear to an audience</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Recognising themes and conventions in and across a wide range of writing</li> <li>Provide reasoned justifications for their view</li> <li>Learn a wider range of poetry by heart</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p><b>Kensuke's Kingdom</b></p> <ul style="list-style-type: none"> <li>Increase their familiarity with a wide range of books, including fiction from our literary heritage, making comparisons within and across books</li> <li>Ask questions to improve understanding</li> <li>Draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>Link emotions, themes and feelings with events</li> <li>Understand the main themes of the book and articulate these</li> <li>Participate in discussions about books that are read to them, building on their own and others' ideas and challenging views courteously</li> <li>Explain and discuss their understanding of what they have read</li> </ul> <p><b>Cracking Contraptions:</b></p> <ul style="list-style-type: none"> <li>Read books that are structured in different ways and read for a range of purposes.</li> <li>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Discuss and evaluate how authors use language, considering the impact on the reader</li> </ul>	<p><b>Straw into Gold:</b></p> <ul style="list-style-type: none"> <li>Make comparisons within and across books</li> <li>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Ask questions to improve their understanding</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> <p><b>Letter Writing:</b></p> <ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Distinguish between statements of fact and opinion</li> </ul> <p><b>Is This a Poem:</b></p> <ul style="list-style-type: none"> <li>Read poems that are structured in different ways and read for a range of purposes</li> <li>Check that the poems make sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Ask questions to improve their understanding</li> <li>Identify how language and structure and presentation contribute to meaning</li> </ul>



# Copplesstone English Curriculum

## Year 5

### Short Stories:

- Identify paragraphs and understand when we need to start a new paragraph
- Look for ways in which the author has linked paragraphs in the text
- Identify and discuss themes and conventions
- Predicting what might happen from details stated and implied

### Planets of the Solar System:

- Reading books that are structured in different ways and reading for a range of purposes
- Using dictionaries to check the meaning of words they have read
- Retrieve and record information from non-fiction
- Ask questions to improve their understanding
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identify how language, structure and presentation contribute to meaning

### Rain Player:

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and reading for a range of purposes
- Identify and discuss themes and conventions in and across a wide range of writing
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predict what might happen from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views

### The Highwayman:

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Provide reasoned justifications for their view
- Learn a wider range of poetry by heart

### Happy Here:

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- Predict what might happen from details stated and implied
- Identify and discuss themes and conventions
- Explore the meaning of words in context
- Summarise the main ideas drawn from more than one paragraph
- Discuss and evaluate how authors use language considering the impact on the reader
- Distinguish between statements of fact and opinion
- Provide reasoned justifications for their views
- Make comparisons within and across books



# Cobblestone English Curriculum

## Year 5

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|  | <ul style="list-style-type: none"><li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li><li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul> |  |
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# Coppelstone English Curriculum

## Year 5

Guided Reading sessions					
Autumn		Spring		Summer	
<b>Fiction:</b> - Flamma: The Gladiator/ The Legend of Boudicca - Pandora's Box/King Midas and the Golden Touch - The Good Ferryman and the Water Nymphs/An old dog's trick - A Ukranian folk tale	<b>Non-fiction:</b> - Non-chronological report: Teeth infographic/The Digestive System - Non-chronological report: River Trent/River Thames	<b>Fiction:</b> - Legend of Ragnar Lothbrok/The Blood in the Snow - Play script - Romeo and Juliet (Act 1, Scene 4)/Romeo and Juliet (Act 1, Scene 5)	<b>Non-fiction:</b> - Explanation: How are volcanoes formed?/How are rivers formed?	<b>Fiction:</b> - The Tell-Tale Heart/Frankenstein	<b>Non-fiction:</b> - Non-chronological report: Physical features of North America/Biomes of North America - Non-chronological report: Tertiary activity of US economy - Apple, Tesla, Microsoft/Primary resources in US economy - oil, gas, fishing - Persuasive advert: Visit Chichén Itzá/Visit the Acropolis - Non-chronological report: Space tourism/Astronauts
<b>Poetry:</b> - Jabberwocky/The Walrus and the Carpenter		<b>Poetry:</b> - The Car Trip/Chocolate Cake		<b>Poetry:</b> - Benjamin Zephaniah - No Problem/Benjamin Zephaniah - The British	
<b>Skills taught throughout each term:</b>					
<b>Decoding:</b>	<ul style="list-style-type: none"> <li>Read age-appropriate books with confidence and fluency, including whole novels</li> <li>Use a range of reading strategies to work out any unfamiliar word</li> <li>Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience</li> </ul>				



# Copplesstone English Curriculum

## Year 5

<b>Inference, Prediction, Clarifying, Questioning, Summarising:</b>	<ul style="list-style-type: none"> <li>• Make inferences drawn from across and between texts and justify with evidence</li> <li>• Use PEE (Point, Evidence, and Explanation) to support inferences</li> <li>• Predict what might happen from details stated and implied based on: themes, conventions, knowledge about the author, and genres</li> <li>• Give the meaning of words in context</li> <li>• Explore and explain the meaning of words in context</li> <li>• Distinguish between fact and opinion</li> <li>• Clarify concepts and ideas at sentence, paragraph and whole text level</li> <li>• Ask and answer questions to improve understanding of themes and authorial intent</li> <li>• Identify and summarise main ideas from across a text</li> <li>• Identify key details that support main ideas using quotation for illustration</li> <li>• Retrieve, record and present key information from non-fiction</li> </ul>
<b>Language for Effect:</b>	<ul style="list-style-type: none"> <li>• Discuss how the structural and presentational choices impact on meaning, theme and purpose</li> <li>• Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language</li> </ul>
<b>Themes and Conventions:</b>	<ul style="list-style-type: none"> <li>• Identify the themes and conventions of a range of texts</li> <li>• Discuss/comment on themes and conventions in different genres and forms</li> <li>• Make comparisons and contrasts within and across texts</li> <li>• Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text</li> <li>• Provide reasoned justifications for opinions about a book</li> </ul>
<b>Reading for Pleasure:</b>	<ul style="list-style-type: none"> <li>• Read a broader range of texts including those from literary heritage and more challenging texts</li> <li>• Recommend books they have read to their peers, giving reasons for their choices</li> <li>• Demonstrate continuing engagement with reading:             <ul style="list-style-type: none"> <li>- reading for sustained periods of time</li> <li>- complete a wider range of more challenging and lengthier books</li> <li>- engage actively in book discussions with and without adult support.</li> </ul> </li> <li>• Respond to reading in a written form, beginning to develop a critical stance</li> </ul>

### Whole Class Read Aloud

Autumn	Spring	Summer
Secrets of a Sun King - Emma Carroll	I Am Not A Label - Cerrie Burnell	Who Let the Gods Out? - Maz Evans



# Copplesstone English Curriculum

## Year 5

Speaking & Listening		
Autumn	Spring	Summer
<p><b>Varjak Paw:</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to use relevant strategies to build their vocabulary</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Participate in discussions, performances, role play, and improvisations</li> </ul> <p><b>Dark Sky Park:</b></p> <ul style="list-style-type: none"> <li>Use relevant strategies to build their vocabulary</li> <li>Participate in discussions, role play, and improvisations</li> <li>Use spoken language to develop understanding through imagining and exploring ideas</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Select and use appropriate registers for effective communication</li> </ul> <p><b>Short Stories:</b></p> <ul style="list-style-type: none"> <li>Articulate and justify answers, arguments and opinions</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>Maintain attention and participate actively in collaborative conversations</li> </ul>	<p><b>Kensuke’s Kingdom:</b></p> <ul style="list-style-type: none"> <li>Discuss how characters develop over time</li> <li>Identify and discussing themes and conventions in and across a wide range of writing</li> <li>Make comparisons within and across books</li> </ul> <p><b>Cracking Contraptions:</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>Re-tell the text using a diagram for support</li> <li>Orally give well-structured explanations</li> </ul> <p><b>Rain Player:</b></p> <ul style="list-style-type: none"> <li>Use relevant strategies to build their vocabulary</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Participate in discussions, role play, and improvisations</li> <li>Maintain attention and participate actively in collaborative conversations</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<p><b>Straw into Gold:</b></p> <ul style="list-style-type: none"> <li>Increase their familiarity with a wide range of books</li> <li>Develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul> <p><b>Persuasive letter:</b></p> <ul style="list-style-type: none"> <li>Articulate and justify answers, arguments and opinions</li> <li>Give well-structured explanations</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul> <p><b>Is This a Poem:</b></p> <ul style="list-style-type: none"> <li>Use relevant strategies to build their vocabulary</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions and explanations for different purposes, including for expressing feelings</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Participate in discussions, presentations, performances,</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>



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### Planets of the Solar System:

- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates

### The Highwayman:

- Listen and respond appropriately to adults and their peers
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, performances, role play, and improvisations
- Gain, maintain and monitor the interest of the listener(s)

### Happy Here:

- Use relevant strategies to build their vocabulary
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Tell well-structured narratives
- Select and use appropriate registers for effective communication
- Gain, maintain and monitor the interest of the listener
- Articulate and justify opinions
- Consider different viewpoints
- Maintain attention and participate actively in collaborative conversations