

Blessed Sacrament Mastery Curriculum for English- year 5

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose for writing	Writing to entertain Writing to inform	Writing to inform Writing to entertain	Writing to entertain	Writing to inform Writing to entertain	Writing to entertain Writing to persuade	Writing to discuss/entertain Writing to persuade
Main Text	The Bluest of Blues	Street Child	Beowulf	Framed	The Explorer	Rainforest Calling
Other texts/multi media						
Genre	Letter writing Diary entry Newspaper report Poetry	Narrative poetry Instructional text Explanation	Comic book Description – character and setting Adventure story/epic saga Myths Drama	Non –chronological report Radio script	Poetry – observation Character description Setting description Diary entry Letter writing	Debating Persuasive writing Advert
Word	Revise: <ul style="list-style-type: none"> Grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (for e.g. <i>we were</i>, instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>). 	<ul style="list-style-type: none"> Converting nouns and adjectives into verbs using suffixes (for e.g. <i>-ate, -ise, -ify</i>). Verb prefixes (for e.g. <i>dis-, de-, mis-, over- and re-</i>). 	<ul style="list-style-type: none"> Conjunctions for cohesion 	<ul style="list-style-type: none"> Rhetorical questions. 	<ul style="list-style-type: none"> Revise, consolidate and apply all Y5 content. 	<ul style="list-style-type: none"> Revise, consolidate and apply all Y5 content.
Sentence	Revise: <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for e.g. <i>the teacher</i> expanded to <i>the strict maths teacher with curly hair</i>). 	<ul style="list-style-type: none"> Relative clauses beginning with <i>who, which, where, when whose, that</i>, or an omitted relative pronoun. Vary sentence and paragraph length to add and maintain interest. 	<ul style="list-style-type: none"> Recognise main, relative and subordinate clauses and use correctly in writing. 	<ul style="list-style-type: none"> Formal /informal conventions – applying the rules of Standard English accurately and consistently. 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause. 	<ul style="list-style-type: none"> Revise, consolidate and apply all Y5 content.

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				<ul style="list-style-type: none"> Indicate degrees of possibility using adverbs (for e.g. <i>perhaps, surely</i>), or modal verbs (for e.g. <i>might, should, will, must</i>). 		
Text	<p>Revise:</p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 	<ul style="list-style-type: none"> Develop setting, atmosphere and character including through dialogue. Use devices to build cohesion within paragraphs (for e.g. <i>then, after that, this, firstly</i>). Select appropriate grammar and vocabulary to change or enhance meaning. Ensure correct subject-verb agreement when using singular and plural (<i>children should be able to identify subject, verb and object within a sentence and the difference between a phrase and a clause</i>), 	<ul style="list-style-type: none"> Link ideas across paragraphs using adverbials of time (for e.g. <i>later</i>), place (for e.g. <i>nearby</i>) and number (for e.g. <i>secondly</i>) or tense choices (for e.g. <i>he had seen her before</i>). Develop setting, atmosphere and character integrating dialogue to convey character and advance action. Build cohesion within and across paragraphs. Select appropriate grammar and vocabulary to change or enhance meaning. 	<ul style="list-style-type: none"> Consistent and correct use of tense throughout a piece of writing. Use organisational and presentational devices to structure text and to guide the reader (for e.g. <i>headings, bullet points, underlining</i>). 	<ul style="list-style-type: none"> Revise, consolidate and apply all Y5 content. 	<ul style="list-style-type: none"> Discuss and record ideas, discuss, argue, present, and persuade and review. Be balanced. Revise, consolidate and apply all Y5 content.

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		distinguishing between the language of speech and writing and choosing the appropriate register.				
Punctuation	<p>Revise:</p> <ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech (for e.g. a comma after the reporting clause, end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>) • Apostrophes to mark plural possession (for e.g. the girl's name – the girls' names). • Use of commas after fronted adverbials. 	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use direct and reported speech accurately and know the difference between them. 	<ul style="list-style-type: none"> • Use of commas to clarify meaning or avoid ambiguity. • Introduce hyphens to avoid ambiguity (for e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>). • Use of ellipsis to aid cohesion. 	<ul style="list-style-type: none"> • Use of the colon to introduce a list. • Punctuation of bullet points to list information 	<ul style="list-style-type: none"> • Introduce the use of semi-colons, colons and dashes to mark the boundary between independent clauses (for e.g. <i>it's raining; I'm fed up</i>). <p>Recognise.</p>	<ul style="list-style-type: none"> • Revise, consolidate and apply all punctuation content.
Terminology	<p>Revise:</p> <ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Adverbial. 	<ul style="list-style-type: none"> • Brackets • Dashes • Parentheses • Cohesion • Ambiguity • Direct speech • Reported speech • Relative clause. 	<ul style="list-style-type: none"> • Relative pronoun • Relative clause • Cohesion • Ellipsis • Ambiguity. 	<ul style="list-style-type: none"> • Modal verb • Colon • Bullet points 	<ul style="list-style-type: none"> • Revision, consolidation and application of all terminology. • Past perfect tense • Present perfect tense 	<ul style="list-style-type: none"> • Revision, consolidation and application of terminology.

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					<ul style="list-style-type: none"> • Semi-colons • Independent clause. 	
Handwriting	<p>Revise:</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). 	<ul style="list-style-type: none"> • Practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. 	<ul style="list-style-type: none"> • Be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. 	<ul style="list-style-type: none"> • Use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form. 	<ul style="list-style-type: none"> • Consolidate with a particular focus on writing legibly, fluently and with increasing speed. 	<ul style="list-style-type: none"> • Consolidate a particular on writing legibly, fluently and with increasing speed.

Continuous Objectives

Year 5	<ul style="list-style-type: none"> • Identify audience and purpose and write appropriately. • Make notes to develop ideas using reading and research to help. • Assess own and others' writing and propose changes to vocabulary, grammar and punctuation. • Proof read for spelling and punctuation errors. • Write simple sentences dictated by the teacher including spellings and punctuation taught.
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| | <ul style="list-style-type: none">• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.• Thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear. |
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Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- 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, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.