



# English Curriculum

2023/24

Year 4/5

## Year 4/5 English Curriculum Map 2023/24

### Literature breadth of study:



**Y4:** They should listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. They should read books that are structured in different ways and read for a range of purposes.

**Y5:** They should continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. They should read books that are structured in different ways and read for a range of purposes. They should recommend books they have read to their peers, giving reasons for their choices.



### Reading Skills

Year 4											
Let's Retrieve 	Let's Infer 	Let's Predict 	Let's Compare 	Let's look at words 	Let's read fluently 	Let's Recite 	Let's Identify 	Let's justify 	Let's Summarise 	Let's skim and scan 	
Year 5											
Let's Retrieve 	Let's Infer 	Let's Predict 	Let's Compare 	Let's look at words 	Let's read fluently 	Let's Recite 	Let's justify 	Let's Identify 	Let's Summarise 	Let's skim and scan 	Let's justify with evidence 

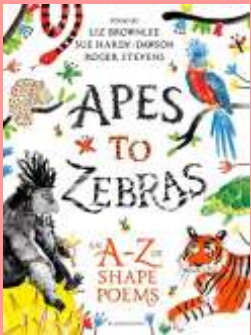


## Autumn Term


UNIT 1 Autumn 1 3 weeks	Year 5 Spelling	Year 5 Reading	Year 5 Writing	Year 5 Punctuation and Grammar
<p><b>Stories with Global Issues: Refugees</b></p>  <p><b>Text type: Narrative in first person.</b></p>	<p>Use further prefixes and suffixes and understand the guidance for adding them eg. <i>dis, de, mis, over, re, super, anti, sub, inter, auto</i> etc.</p>	<p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Apply their knowledge of root words, prefixes and suffixes to read aloud and to understand new words.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>In narratives, describe settings, characters and atmosphere.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="color: red; text-align: center;"><b>Short sentences for atmosphere</b></p> <p style="text-align: center;"><b>The dark sky. The silver moon. The menacing howl.</b></p> </div>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Ensure the consistent and correct use of verb tense throughout a piece of writing.</p>
Vocabulary	Year 4 Spelling	Year 4 Reading	Year 4 Writing	Year 4 Punctuation and Grammar
<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Use further prefixes and suffixes and understand how to add them eg. <i>-ation</i>.</p>	<p>Identifying themes and conventions in a wide range of books.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p>In narratives, creating settings, characters and plot.</p> <p>Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of commas after fronted adverbials</p> <p>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]</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions.</p>

		Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.	<p><b>Many Questions</b></p> <p>Set of three consecutive questions.</p> <p>Who was he? Where was he from? What does he want?</p>	
			 Learn new vocabulary and apply to their own writing.	
<b>UNIT 2</b> <b>Autumn 1 3 weeks</b>	<b>Year 5 Spelling</b>	<b>Year 5 Reading</b>	<b>Year 5 Writing</b>	<b>Year 5 Punctuation and Grammar</b>
<p><b>Creation Stories</b></p>  <p><b>Text Type: Narrative in third person.</b></p>	Some words with 'silent' letters [for example, knight, psalm, solemn]	<p>Making comparisons within and across books.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Provide reasoned justifications for their views.</p> <p>Apply their knowledge of root words, prefixes and suffixes to read aloud and to understand new words.</p>	<p>In narratives, describe settings, characters and atmosphere.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>  Learn new vocabulary and apply to their own writing.	Use expanded noun phrases to convey complicated information concisely.
<b>Vocabulary</b>	<b>Year 4 Spelling</b>	<b>Year 4 Reading</b>	<b>Year 4 Writing</b>	<b>Year 4 Punctuation and Grammar</b>
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	Spell words that are often misspelt.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).

<p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>		<p>Apply their knowledge of root words, prefixes and suffixes to read aloud and to understand new words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word.</p>	<p><b>Emotion word, (comma) sentence</b></p> <p>Emotion word, (comma) sentences begin with a feeling word followed by a ,(comma).</p>  <p>In narratives, create settings, characters and plot.</p> <p>Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p>
--	--	---	--	---

<p><b>UNIT 3</b> <b>Autumn 1 2 weeks</b></p>	<p><b>Year 5 Spelling</b></p>	<p><b>Year 5 Reading</b></p>	<p><b>Year 5 Writing</b></p>	<p><b>Year 5 Punctuation and Grammar</b></p>
--	-------------------------------	------------------------------	------------------------------	--

<p><b>Poetic Forms: Calligrams</b></p>  <p><b>Text type: Calligrams</b></p>	<p>Continue to distinguish between homophones and other words which are often confused.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> 	<p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Understand different punctuation conventions in poetry.</p>
---	---	---	--	--

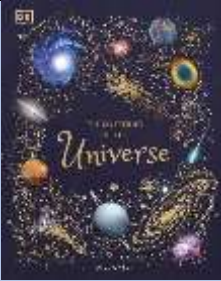




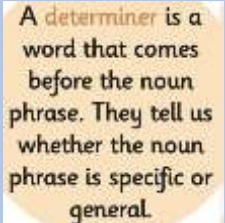
Vocabulary	Year 4 Spelling	Year 4 Reading	Year 4 Writing	Year 4 Punctuation and Grammar
<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Spell further homophones.</p>	<p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Discuss words and phrases that capture the reader’s interest and imagination.</p>	<p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others’ writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p> Learn new vocabulary and apply to their own writing.</p>	<p>Understand different punctuation conventions in poetry.</p>

## 6<sup>th</sup> October National Poetry Day – Poetry Festival: ‘The Witches’ Spell’ by William Shakespeare

Y5: Learn a wider range of poetry by heart. Preparing 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.

Y4: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

UNIT 4 Autumn 2 4 weeks	Year 5 Spelling	Year 5 Reading	Year 5 Writing	Year 5 Punctuation and Grammar
<p><b>Information Texts</b></p>	<p>Continue to distinguish between homophones and other words which are often confused.</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Brackets, dashes or commas to indicate parenthesis.</p>

 <p><b>Text Type: Non-chronological Reports</b></p>		<p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Ask questions to improve their understanding.</p>	<p>Devices to build cohesion within a paragraph and link ideas across paragraphs.</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p><b>Noun, which/where/who</b></p> <p>Noun, which/where/who sentences begin with a noun then a comma followed by which or where or who</p>  <p><b>Mr. Tims, who is my favourite teacher, is leaving the school soon.</b></p>  <p>Use a colon to introduce a list</p>										
<p><b>Vocabulary</b></p>	<p><b>Year 4 Spelling</b></p>	<p><b>Year 4 Reading</b></p>	<p><b>Year 4 Writing</b></p>	<p><b>Year 4 Punctuation and Grammar</b></p>										
<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Spell further homophones.</p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Retrieve and record information from non-fiction</p> <p>Ask questions to improve their understanding.</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p> <p>Organising paragraphs around a theme.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Understand what a determiner is</p>  <table border="1" data-bbox="1653 885 2128 1061"> <thead> <tr> <th>Definite and Indefinite Articles</th> <th>Possessive Determiners</th> <th>Interrogative Determiners</th> <th>Demonstrative Determiners</th> <th>Quantifiers</th> </tr> </thead> <tbody> <tr> <td>the a an</td> <td>her his our my your their</td> <td>which what whose</td> <td>this those these that</td> <td>more less any few lots of some many</td> </tr> </tbody> </table> <p>Use conjunctions, adverbs and prepositions to express time and clause.</p>	Definite and Indefinite Articles	Possessive Determiners	Interrogative Determiners	Demonstrative Determiners	Quantifiers	the a an	her his our my your their	which what whose	this those these that	more less any few lots of some many
Definite and Indefinite Articles	Possessive Determiners	Interrogative Determiners	Demonstrative Determiners	Quantifiers										
the a an	her his our my your their	which what whose	this those these that	more less any few lots of some many										
<p><b>UNIT 5</b> <b>Autumn 2 3 weeks</b></p>	<p><b>Year 5 Spelling</b></p>	<p><b>Year 5 Reading</b></p>	<p><b>Year 5 Writing</b></p>	<p><b>Year 5 Punctuation and Grammar</b></p>										
<p><b>Stories by a Significant Author</b></p>	<p>Spell words with -tial and -cial endings.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>										



**Text Type: Narrative in first person (letters/diaries)**

Provide reasoned justifications for their views.

Predicting what might happen from details stated and implied.

Identifying and discussing themes and conventions in and across a wide range of writing.

Assess the effectiveness of their own and others' writing

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Proof-read for spelling and punctuation errors

In narratives, describing settings, characters and atmosphere.

In writing narrative, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Longer List  
 We'd listen to the sounds  
 of the forest, to the  
 whisper of the wind, to  
 the cry of the wolves,  
 distant wolves I longed to  
 see but never did.



Learn new vocabulary and apply to their own writing.

Brackets, dashes or commas to indicate parenthesis.

**Vocabulary**

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately

**Year 4 Spelling**

Spell possessive apostrophe with plural words

**Year 4 Reading**

Predict what might happen from details stated and implied

**Year 4 Writing**

In narratives, creating settings, characters and plot.

**Plan, Draft, Edit, Proof-read**

Discuss and record ideas

**Year 4 Punctuation and Grammar**

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition



<p>when discussing their writing and reading.</p> <p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>		<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p> <div data-bbox="1167 528 1283 611" data-label="Image"> </div> <p>Learn new vocabulary and apply to their own writing.</p> <div data-bbox="1167 687 1599 900" data-label="Text"> <p><b>Repeating Word</b>  <i>The amber stones were <b>bright, bright</b> like the flames of the fire.</i></p> </div>	<p>Know what personal and possessive pronouns are.</p> <table border="1" data-bbox="1711 169 2069 493"> <tr><td>I</td><td>me</td><td>mine</td><td>myself</td></tr> <tr><td>you</td><td>you</td><td>yours</td><td>yourself</td></tr> <tr><td>he</td><td>him</td><td>his</td><td>himself</td></tr> <tr><td>she</td><td>her</td><td>hers</td><td>herself</td></tr> <tr><td>it</td><td>it</td><td>(not used)</td><td>itself</td></tr> <tr><td>we</td><td>us</td><td>ours</td><td>ourselves</td></tr> <tr><td>you</td><td>you</td><td>yours</td><td>yourselves</td></tr> <tr><td>they</td><td>them</td><td>theirs</td><td>themselves</td></tr> </table> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>The grammatical difference between plural and possessive –s</p>	I	me	mine	myself	you	you	yours	yourself	he	him	his	himself	she	her	hers	herself	it	it	(not used)	itself	we	us	ours	ourselves	you	you	yours	yourselves	they	them	theirs	themselves
I	me	mine	myself																																	
you	you	yours	yourself																																	
he	him	his	himself																																	
she	her	hers	herself																																	
it	it	(not used)	itself																																	
we	us	ours	ourselves																																	
you	you	yours	yourselves																																	
they	them	theirs	themselves																																	

**Reading Spine**

On the Move by Michael Rosen – poetry

The Journey by Francesca Sanna

The Green Knight – myths/legends

Diver's Daughter – A Tudor Tale

Moth – An Evolution Story

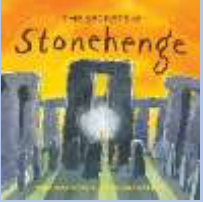

Star Stories – constellation stories from around the world

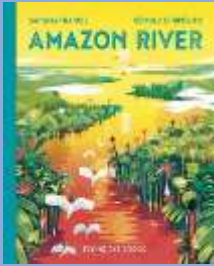

It Started with a Big Bang


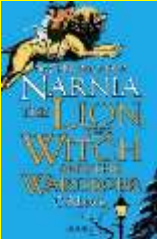

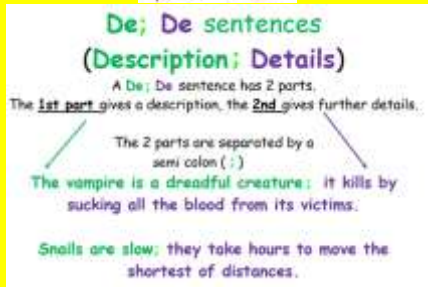

Non-fiction: India, Incredible India



A range of fairy tales, myths and legends.

Spring Term				
<p><b>UNIT 6</b>  <b>Spring 1 3 weeks</b></p>	<p><b>Year 5 Spelling</b></p>	<p><b>Year 5 Reading</b></p>	<p><b>Year 5 Writing</b></p>	<p><b>Year 5 Punctuation and Grammar</b></p>

<p><b>Information Texts</b></p>  <p><b>Text type: Explanations</b></p>	<p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>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</p> <p>Retrieve, record and present information from non-fiction</p> <p>Ask questions to improve their understanding.</p>	<p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Use of a full range of punctuation.</p>
<p><b>Vocabulary</b></p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p><b>Year 4 Spelling</b></p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p><b>Year 4 Reading</b></p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Ask questions to improve their understanding.</p>	<p><b>Year 4 Writing</b></p> <p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p><b>Year 4 Punctuation and Grammar</b></p> <p><b>Present Perfect</b></p>  <p>Using the present perfect form of verbs in contrast to the past tense.</p>
<p><b>UNIT 7</b></p>	<p><b>Year 5 Spelling</b></p>	<p><b>Year 5 Reading</b></p>	<p><b>Year 5 Writing</b></p>	<p><b>Year 5 Punctuation and Grammar</b></p>

Spring 1 2 weeks																		
<p><b>Information Texts</b></p>  <p><b>Text type: Guidebooks</b></p>	<p>Spell words with -ant, -ance, -ent, -ence endings.</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>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</p> <p>Retrieve, record and present information from non-fiction</p> <p>Ask questions to improve their understanding.</p>	<p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <table border="1" data-bbox="1659 325 2123 647"> <thead> <tr> <th>Modal Verbs to Show Possibility</th> <th>Adverbs to Show Possibility</th> </tr> </thead> <tbody> <tr> <td>might</td> <td>rarely</td> </tr> <tr> <td>must</td> <td>perhaps</td> </tr> <tr> <td>could</td> <td>maybe</td> </tr> <tr> <td>would</td> <td>probably</td> </tr> <tr> <td>will</td> <td>generally</td> </tr> <tr> <td>may</td> <td>usually</td> </tr> </tbody> </table>	Modal Verbs to Show Possibility	Adverbs to Show Possibility	might	rarely	must	perhaps	could	maybe	would	probably	will	generally	may	usually
Modal Verbs to Show Possibility	Adverbs to Show Possibility																	
might	rarely																	
must	perhaps																	
could	maybe																	
would	probably																	
will	generally																	
may	usually																	
<p><b>Vocabulary</b></p>	<p><b>Year 4 Spelling</b></p>	<p><b>Year 4 Reading</b></p>	<p><b>Year 4 Writing</b></p>	<p><b>Year 4 Punctuation and Grammar</b></p>														
<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause</p>	<p>Spell words with -sure and -ture endings.</p>	<p>Retrieve and record information from non-fiction</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Ask questions to improve their understanding.</p>	<p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>Use adverbs and prepositions to express time and cause.</p>														

<p>parenthesis, bracket, dash cohesion, ambiguity</p>			<p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
<p><b>UNIT 8</b> <b>Spring 2 5 weeks</b></p>	<p><b>Year 5 Spelling</b></p>	<p><b>Year 5 Reading</b></p>	<p><b>Year 5 Writing</b></p>	<p><b>Year 5 Punctuation and Grammar</b></p>
<p><b>Stories from our Literary Heritage</b></p>  <p><b>Text type: Narrative in first person</b></p>	<p>Spell words with -cious and -tious endings.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Provide reasoned justifications for their views.</p> <p>Predicting what might happen from details stated and implied</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>In writing narrative, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>   <p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Assess the effectiveness of their own and others' writing</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking 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> <p>Use of commas to clarify meaning or avoid ambiguity</p>  <p>Use semi-colons to mark boundaries between two independent clauses</p>

			<p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
<b>Vocabulary</b>	<b>Year 4 Spelling</b>	<b>Year 4 Reading</b>	<b>Year 4 Writing</b>	<b>Year 4 Punctuation and Grammar</b>
<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Spell words with the -ous ending.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p>	<p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Use of 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!"]</p>

### Poetry Festival: The Listeners by Walter De La Mare

Y5: Learn a wider range of poetry by heart. Preparing 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.

Y4: Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

### Reading Spine

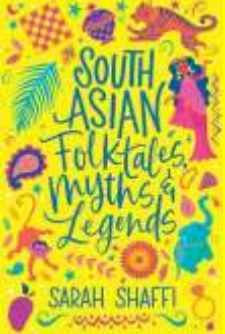

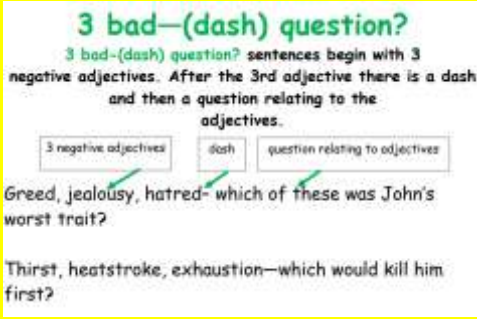
The Giant's Necklace by Michael Morpurgo


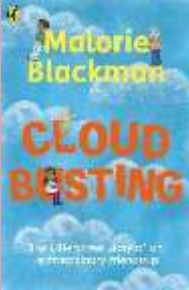



The Tempest by William Shakespeare

Non-fiction: What it's like to be a Bird

The Magic Box by Kit Wright – poetry  
 Matilda – Classic Fiction  
 Poetry: Tiger, Tiger, Burning Bright: An Animal Poem for Every Day of the Year  
 A range of fairy tales, myths and legends



### Summer Term

<b>UNIT 9</b> <b>Summer 1 3 weeks</b>	<b>Year 5 Spelling</b>	<b>Year 5 Reading</b>	<b>Year 5 Writing</b>	<b>Year 5 Punctuation and Grammar</b>
<p><b>Stories from Different Cultures</b></p>  <p><b>Text type: Narrative in third person</b></p>	<p>Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p>	<p>Provide reasoned justifications for their views.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Assess the effectiveness of their own and others’ writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking 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>  <p>Commas to clarify meaning or avoid ambiguity</p>
<p><b>Vocabulary</b></p>	<p><b>Year 4 Spelling</b></p>	<p><b>Year 4 Reading</b></p>	<p><b>Year 4 Writing</b></p>	<p><b>Year 4 Punctuation and Grammar</b></p>
<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately</p>	<p>Spell words with -sion, -tion, -ssion, -cian endings.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others’ writing</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>

<p>when discussing their writing and reading.</p> <p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>			<p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p> <p> Learn new vocabulary and apply to their own writing.</p>	
<p><b>UNIT 10</b> <b>Summer 1 4 weeks</b></p>	<p><b>Year 5 Spelling</b></p>	<p><b>Year 5 Reading</b></p>	<p><b>Year 5 Writing</b></p>	<p><b>Year 5 Punctuation and Grammar</b></p>
<p><b>Using poetic forms to tell a narrative: haiku, etc.</b></p> <p></p> <p><b>Text type: Different poetic forms</b></p>	<p>Spell words with -able and -ible endings.</p> <p>Spell words with -ably and -ibly endings.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p></p>	<p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p> <p> Learn new vocabulary and apply to their own writing.</p>	<p></p> <p>Use hyphens to avoid ambiguity</p>
<p><b>Vocabulary</b></p>	<p><b>Year 4 Spelling</b></p>	<p><b>Year 4 Reading</b></p>	<p><b>Year 4 Writing</b></p>	<p><b>Year 4 Punctuation and Grammar</b></p>
<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately</p>	<p>Spell words with French, Latin and Greek origins.</p>	<p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Discuss and record ideas</p>	<p>Use a full range of punctuation accurately.</p>

<p>when discussing their writing and reading.</p> <p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>See spelling guidance.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>  <p>Learn new vocabulary and apply to their own writing.</p>	
<p><b>UNIT 11</b> <b>Summer 2 3 weeks</b></p>	<p><b>Year 5 Spelling</b></p>	<p><b>Year 5 Reading</b></p>	<p><b>Year 5 Writing</b></p>	<p><b>Year 5 Punctuation and Grammar</b></p>
<p><b>Texts with Global Issues: Climate Change</b></p>  <p><b>Text type: Persuasive text - Speeches</b></p>	<p>Spell words with the letter string 'ough'.</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>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</p> <p>Retrieve, record and present information from non-fiction</p>	<p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p> <p>Precis longer passages</p>	<p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>



		Distinguish between fact and opinion.	 <p>Learn new vocabulary and apply to their own writing.</p>	
<b>Vocabulary</b>	<b>Year 4 Spelling</b>	<b>Year 4 Reading</b>	<b>Year 4 Writing</b>	<b>Year 4 Punctuation and Grammar</b>
<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Spell words with ei, eigh, ey.</p>	<p>Retrieve and record information from non-fiction</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Ask questions to improve their understanding.</p>	<p><b>Plan, Draft, Edit, Proof-read</b></p> <p>Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Use adverbs and prepositions to express time and cause.</p>
<b>UNIT 12</b> <b>Summer 2 3 weeks</b>	<b>Year 5 Spelling</b>	<b>Year 5 Reading</b>	<b>Year 5 Writing</b>	<b>Year 5 Punctuation and Grammar</b>

<p><b>Topic Text</b> <b>Planet Earth: Deserts</b></p>  <p><b>Text type: Explanations</b></p>	<p>Spell words with the 'i before e except after c' rule and exceptions.</p>	<p>Ask questions to improve their understanding.</p>	<p><b>Plan, Draft, Edit, Proof-read</b> Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Brackets, dashes or commas to indicate parenthesis.</p>
<p><b>Vocabulary</b></p>	<p><b>Year 4 Spelling</b></p>	<p><b>Year 4 Reading</b></p>	<p><b>Year 4 Writing</b></p>	<p><b>Year 4 Punctuation and Grammar</b></p>
<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Adding suffixes beginning with vowel letters to words with more than one syllable eg. forgetting, forgotten.</p>	<p>Ask questions to improve their understanding.</p>	<p><b>Plan, Draft, Edit, Proof-read</b> Discuss and record ideas</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors</p>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Use of commas after fronted adverbials</p>
<p><b>Reading Spine</b></p>				

Poetry: Big, Amazing Poetry Book by Chris Riddell  
The Girl who Speaks Bear by Sophie Anderson  
A History of the World in 25 Cities  
A range of fairytales, myths and legends



Y5: 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 recommending books that they have read to their peers, giving reasons for their choices.  
Recommend books that they have read to their peers, giving reasons for their choices.  
Y4: participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## Handwriting

**Y4:** Pupils should be taught to:

- 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

**Y5:** Pupils should be taught to:

- 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 and choosing the writing implement that is best suited for a task.