



English Curriculum

Cycle 2

Year 4/5

Year 4/5 English Curriculum Map Cycle 2

Literature breadth of study:


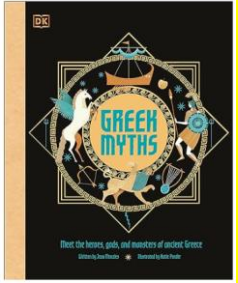



Y4: They should listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. They should read books that are structured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


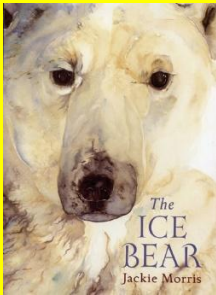


Y5: They should continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, 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 1 (7 weeks)

UNIT 1 3 weeks	Year 5 Spelling	Year 5 Reading	Year 5 Writing	Year 5 Punctuation and Grammar
<p>Theme: Greek Mythology: Icarus</p>   <p>Text type: Narrative in first person.</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: 10px; margin: 10px 0;"> <p style="color: red; text-align: center;">Short sentences for atmosphere</p> <p style="text-align: center;">The dark sky. The silver moon. The menacing howl.</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>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>

		<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Many Questions</p> <p style="text-align: center;">Set of three consecutive questions.</p> <p style="text-align: center;">Who was he? Where was he from? What does he want?</p> </div>  <p>Learn new vocabulary and apply to their own writing.</p>	
<p>UNIT 2 4 weeks</p> <p>Theme: Stories by a Local Author: Jackie Morris</p>  <p>Text Type: Narrative in first person.</p>		<p>Year 5 Reading</p>	<p>Year 5 Writing</p>	<p>Year 5 Punctuation and Grammar</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>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>  <p>Learn new vocabulary and apply to their own writing.</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Brackets, dashes or commas to indicate parenthesis.</p>
<p>Vocabulary</p>	<p>Year 4 Spelling</p>	<p>Year 4 Reading</p>	<p>Year 4 Writing</p>	<p>Year 4 Punctuation and Grammar</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>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>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word.</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <div data-bbox="1182 277 1585 523"> <p>Emotion word, (comma) sentence</p> <p>Emotion word, (comma) sentences begin with a feeling word followed by a , (comma).</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">emotion word (adjective)</div> <div style="border: 1px solid black; padding: 2px;">comma</div> </div> <p>Desperate, she screamed for help.</p> <p>Terrified, she froze instantly on the spot where she stood.</p> </div> <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> <div data-bbox="1171 778 1283 863">  </div> <p>Learn new vocabulary and apply to their own writing.</p>	<p>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> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p>
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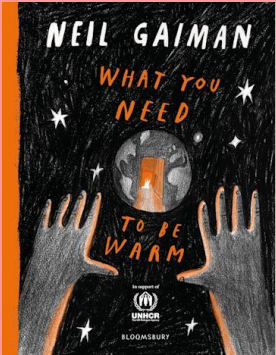








3rd October National Poetry Day: I Opened a Book by Julia Donaldson

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.

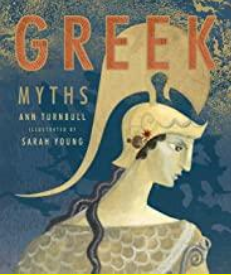

UNIT 3 4 weeks	Year 5 Spelling	Year 5 Reading	Year 5 Writing	Year 5 Punctuation and Grammar											
<p>Theme: Non-fiction: The Environment</p>  <p>Text Type: Explanations</p>		<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <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>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</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>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>Noun, which/where/who</p> <p>Noun, which/where/who sentences begin with a noun then a comma followed by which or where or who</p>  <p>Cakes, which taste fantastic, are not so good for your health.</p> <p>Mr. Tims, who is my favourite teacher, is leaving the school soon.</p> <p>Are you ready for...? year 6</p> <p>Use a colon to introduce a list</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>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> <p>A determiner is a word that comes before the noun phrase. They tell us whether the noun phrase is specific or general.</p> <table border="1" data-bbox="1653 1182 2130 1358"> <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> <td>one, two, three, etc. all several enough</td> </tr> </tbody> </table>	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	one, two, three, etc. all several enough
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the a an	her his our my your their	which what whose	this those these that	more less any few lots of some many	one, two, three, etc. all several enough										


				Use conjunctions, adverbs and prepositions to express time and clause.
UNIT 4 3 weeks	Year 5 Spelling	Year 5 Reading	Year 5 Writing	Year 5 Punctuation and Grammar
<p>Theme: Poetic forms</p>  <p>What are you? Poem by Pie Corbett</p> <p>Text type: Different poetic forms</p>		<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> 	<p>Plan, Draft, Edit, Proof-read</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>  <p>Use hyphens to avoid ambiguity</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>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>Plan, Draft, Edit, Proof-read</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>Understand different punctuation conventions in poetry.</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>	
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Reading Spine
Skandar and the Unicorn Thief by AF Steadman – link to Authorfy
 A range of fairy tales, myths and legends.
 The Firebird by Saviour Pirotta
 The Tale of Tam Linn
 Hansel and Gretel by Anthony Browne
 Poetry: The Magic Box by Kit Wright

Spring Term 1 (6 weeks)


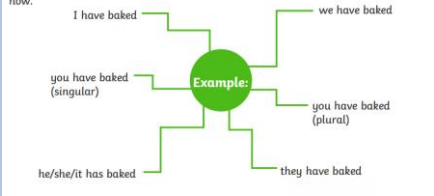
UNIT 5 3 weeks	Year 5 Spelling	Year 5 Reading	Year 5 Writing	Year 5 Punctuation and Grammar
<p>Theme: Greek Mythology Revisited: Theseus and the Minotaur</p>  <p>Text Type: Narrative in first person (Including letters/diaries)</p>		<p>Drawing inferences such as inferring characters' feelings, thoughts 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>Identifying and discussing themes and conventions in and across a wide range of writing.</p>	<p>Plan, Draft, Edit, Proof-read 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>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>

		Making comparisons within and across books.	<p>In narratives, describing settings, characters and atmosphere.</p> <p>In writing narrative, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Longer List</p> <p>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.</p> </div>  <p>Learn new vocabulary and apply to their own writing.</p>	
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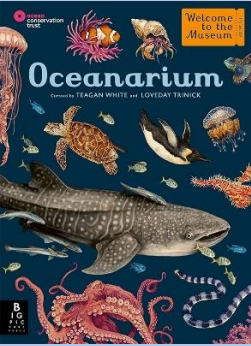

Vocabulary	Year 4 Spelling	Year 4 Reading	Year 4 Writing	Year 4 Punctuation and Grammar
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<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>		<p>Predict what might happen from details stated and implied</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>In narratives, creating settings, characters and plot.</p> <div style="border: 1px solid black; padding: 2px; text-align: center;"> <p>Plan, Draft, Edit, Proof-read</p> </div> <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>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Know what personal and possessive pronouns are.</p> <table border="1" style="width: 100%; text-align: center;"> <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>	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
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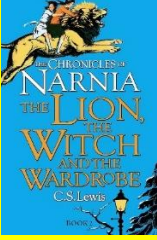


		<p>Identifying themes and conventions in a wide range of books.</p>	 <p>Learn new vocabulary and apply to their own writing.</p> <div data-bbox="1171 296 1601 507" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Repeating Word</p> <p>The amber stones were bright, bright like the flames of the fire.</p> </div>	<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>
<p>UNIT 6 3 weeks</p>	<p>Year 5 Spelling</p>	<p>Year 5 Reading</p>	<p>Year 5 Writing</p>	<p>Year 5 Punctuation and Grammar</p>
<p>Theme: Non-fiction: Mythical Creatures</p>  <p>Text type: Non-chronological reports</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>Plan, Draft, Edit, Proof-read</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>


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 the first two or three letters of a word to check its spelling in a dictionary.</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>Plan, Draft, Edit, Proof-read</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>Present Perfect</p> <p>Present perfect describes events which started in the past and continued up until now.</p> <p></p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>

Spring Term 2 (7 weeks)

UNIT 7 3 weeks	Year 5 Spelling	Year 5 Reading	Year 5 Writing	Year 5 Punctuation and Grammar														
<p>Theme: Non-fiction: The Ocean</p> <p></p> <p>Text type: Field Journals</p>	<p></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>Plan, Draft, Edit, Proof-read</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>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 1126 2123 1445"> <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																	
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		Ask questions to improve their understanding.	<p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Devices to build cohesion within a paragraph and link ideas across paragraphs.</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>	
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>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>Plan, Draft, Edit, Proof-read</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>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p>	Use adverbs and prepositions to express time and cause.

			Organising paragraphs around a theme.  Learn new vocabulary and apply to their own writing.	
UNIT 8 4 weeks	Year 5 Spelling	Year 5 Reading	Year 5 Writing	Year 5 Punctuation and Grammar
<p><u>Theme: Stories from our Literary Heritage</u></p>  <p>Text type: Narrative in first person</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>Plan, Draft, Edit, Proof-read</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>	
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>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>Plan, Draft, Edit, Proof-read</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>

WORLD BOOK DAY 6th March



Poetry Festival: 'The Sound Collector' by Roger McGough

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 Green Knight – myths/legends
The White Fox by Jackie Morris



A range of fairy tales, myths and legends

Summer Term 1 (4 weeks)

UNIT 9 4 weeks	Year 5 Spelling	Year 5 Reading	Year 5 Writing	Year 5 Punctuation and Grammar
<p>Theme: True Stories from a different culture</p>  <p>Text type: Narrative</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>Plan, Draft, Edit, Proof-read</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]</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>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>3 bad—(dash) question? 3 bad-(dash) question? sentences begin with 3 negative adjectives. After the 3rd adjective there is a dash and then a question relating to the adjectives.</p> <p>3 negative adjectives dash question relating to adjectives</p> <p>Greed, jealousy, hatred— which of these was John's worst trait?</p> <p>Thirst, heatstroke, exhaustion—which would kill him first?</p> <p>Commas to clarify meaning or avoid ambiguity</p>
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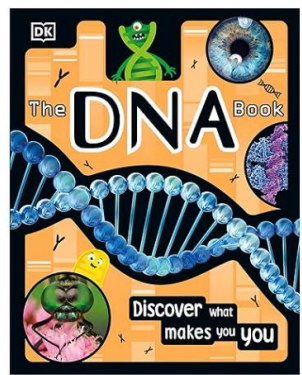
Vocabulary	Year 4 Spelling	Year 4 Reading	Year 4 Writing	Year 4 Punctuation and Grammar
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<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Y4: determiner pronoun, possessive pronoun adverbial</p> <p>Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>		<p>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>Plan, Draft, Edit, Proof-read</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>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
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Summer Term 2 (7 weeks)

UNIT 10 4 weeks	Year 5 Spelling	Year 5 Reading	Year 5 Writing	Year 5 Punctuation and Grammar
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Theme: Science		<p>Summarising the main ideas drawn from more than one paragraph, identifying key</p>	<p>Plan, Draft, Edit, Proof-read</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p>	<p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>
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Text type: Magazine Articles



details that support the main ideas.

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

Retrieve, record and present information from non-fiction

Distinguish between fact and opinion.

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

Precis longer passages



Learn new vocabulary and apply to their own writing.

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Vocabulary

Year 4 Spelling

Year 4 Reading

Year 4 Writing

Year 4 Punctuation and Grammar

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Y4: determiner pronoun, possessive pronoun adverbial

Y5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity



Retrieve and record information from non-fiction

Identifying main ideas drawn from more than one paragraph and summarising these.

Ask questions to improve their understanding.

Plan, Draft, Edit, Proof-read

Discuss and record ideas



Assess the effectiveness of their own and others' writing

Propose changes to vocabulary, grammar and punctuation to improve consistency, including the accurate use of pronouns in sentences.


Proof-read for spelling and punctuation errors

Use adverbs and prepositions to express time and cause.

			 <p>Learn new vocabulary and apply to their own writing.</p>	
UNIT 11 3 weeks	Year 5 Spelling	Year 5 Reading	Year 5 Writing	Year 5 Punctuation and Grammar
<p><u>Theme: Our Stories</u></p>  <p>Text Type: First person narrative</p>		<p>Ask questions to improve their understanding.</p>	<p>Plan, Draft, Edit, Proof-read</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>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>
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>Ask questions to improve their understanding.</p>	<p>Plan, Draft, Edit, Proof-read 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>
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Reading Spine
 Poetry: Big, Amazing Poetry Book by Chris Riddell
 A range of fairytales, myths and legends

	<p>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.</p> <p>Recommend books that they have read to their peers, giving reasons for their choices.</p> <p>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.</p>
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<p>Handwriting</p>	<p>Y4: Pupils should be taught to:</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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Y5: Pupils should be taught to:</p>
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| | <ul style="list-style-type: none">• 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. |
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