

Cycle B

Year 5/6 Curriculum Overview : Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Fair Trade	Black History	Iona	Indus Valley	Galapagos	Crime and Punishment
Key text driver	The Nowhere Emporium	Journey to Jo'burg	The Last Wild	Ticket to India	Darwin's Dragons	The Good Thieves
Other texts						
Writing	Fiction Openings and Endings Inform Instructions - recipe	Fiction Setting description Inform Recount- Newspaper article	Fiction Character description Inform Explanation Poetry	Fiction Narrative: Suspense Persuade Letter	Fiction Fantasy Inform Non chronological report	Fiction- Action/ Dialogue Inform Discussion Poetry
Grammar and punctuation.	<p>Revision of Year 4 skills including;</p> <p>Use of punctuation taught so far correctly and consistently (<i>capital letters, full stops, question marks, exclamation marks, apostrophes for contraction and possession, commas after adverbials, use of inverted commas to mark direct speech and some other speech punctuation</i>)</p> <p>Use of verb tenses mostly correctly and consistently</p> <p>+</p> <p>Use of a colon to introduce a list (<i>NOTE-the clause before the colon must be a complete, main clause</i>) <i>Semioi-colons</i></p> <p>Brackets for parenthesis used to add in interesting or important clarifications.</p>	<p>Use a wide range of verbs, adjectives, adverbs, conjunctions and prepositions</p> <p>Use of precise, effective word choices in simple expanded noun phrases (<i>e.g. The exquisite, patchwork landscape</i>)</p> <p>Uses different sentence structures (range of simple, compound and complex) to achieve different effects. Beginning to make deliberate choices regarding sentence length and structure for impact.</p> <p>Use a range of fronted adverbials and -ing and -ed participle clauses as fronted adverbials.</p> <p>Use of paragraphs to organise ideas. Paragraph changes mostly correctly with</p>	<p>Begin to integrate dialogue in narratives to convey character.</p> <p>Noun and pronoun use is effective to avoid repetition.</p> <p>Use a wide range of verbs, adjectives, adverbs and prepositions to create interesting and precise detail.</p> <p>Commas for parenthesis and clarity.</p> <p>Use brackets, dashes and hyphens.</p> <p>Topic sentences in non fiction work are well structured with enough generic detail to introduce the topic in a paragraph.</p> <p>Beginning to link ideas within and across paragraphs in non- fiction with precise adverbial choice (<i>e.g.</i></p>	<p>Use verb tenses correctly and consistently throughout writing.</p> <p>Use a range of sentence structures (simple, compound and complex) to achieve different effects (including relative clauses beginning with <i>who, which, that, where, when, whose</i>)</p> <p>Precise use of modal verbs to indicate degrees of possibility. Modal verbs and relative clauses are used for nuances.</p> <p>Adverbs used to modify not just verbs, but adjectives and other adverbs as well (<i>e.g. absolutely stunning, the most exquisitely balanced dish</i>)</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (<i>e.g. using contracted forms in dialogue narrative, using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility</i>)</p> <p>Uses a wide range of complex sentences throughout a piece of writing, including sentences beginning with an -ing and -ed opening clause.</p> <p>Begin to include relative clauses with an omitted pronoun.</p> <p>Expanded noun phrases beginning to be expanded in multiple ways, conveying rich imagery or precise detail using similes, adjectives,</p>	<p>Integrate dialogue into narrative to convey character and advance the action.</p> <p>Use a range of devices to build cohesion (<i>e.g. conjunctions, adverbials time and place, pronouns, synonyms</i>) within and across paragraphs</p> <p>Some use of the present perfect form of verbs to mark relationships of time and cause (<i>e.g. flashbacks</i>)</p> <p>Some use of the passive voice to aid formality, to depersonalise or to shift focus.</p>

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		<p>changes of time, place, person or topic (TiP ToP)</p> <p>Directed and indirect (reported) speech</p> <p>Use of relative clauses to add important or interesting detail, clarifying and explaining the relationships between ideas. They are used both at the end of sentences and in the middle.</p>	<p><i>therefore, as a result, what's more, despite this, furthermore, in contrast..)</i></p> <p>Figurative language used in poetry, with some appropriate use in narrative writing.</p>		<p>adverbs and adverbials to expand the noun.</p>	
Composition	<p>Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary, direct address in instructions and persuasive writing)</p> <p>In narratives describe settings, characters and atmosphere and in non- narratives use simple devices to structure writing and support the reader (e.g. headings, subheadings and bullet points, underlining, page layout)</p> <p>Writing is more developed, shaped and sequenced with the reader's needs in mind. Writing can be extended and elaborated where appropriate.</p> <p>Begins to draw more consciously on reading models to inform own choices and further develop reviewing instincts.</p> <p>Vocabulary and grammatical choices are maintained and mostly appropriate to suit both formal and informal situations.</p> <p>Thesauruses are used to find alternate words to suit the audience and purpose.</p> <p>Standard English used in formal writing.</p> <p>Independently edit to ensure correct tense, correct punctuation and correct subject and verb agreement.</p> <p>Show a developing ability to know which specific features they should focus on during drafting, and knowing which features will need improving during redrafting after self and peer assessment.</p> <p>Changes are made with purpose and audience firmly in mind, to enhance the effect on the reader and improve clarity of expression.</p>					
Spelling- ELS	<p>Week 1: Introduction fruit/struct</p> <p>Week 2: Prefix inter-</p> <p>Week 3: family</p> <p>Week 4: divide</p> <p>Week 5: ough letter string</p> <p>Week 6: c and sc as /s/</p>	<p>Week 1: Prefixes sym-, sys-</p> <p>Week 2: cret</p> <p>Week 3: Suffix -ous</p> <p>Week 4: temper</p> <p>Week 5: cess</p> <p>Week 6: sper</p>	<p>Week 1: fin</p> <p>Week 2: prefix pro-</p> <p>Week 3: cogn</p> <p>Week 4: port (meaning carry)</p> <p>Week 5: port (meaning harbour)</p> <p>Week 6: spect</p>	<p>Week 1: Hyphens</p> <p>Week 2: commun</p> <p>Week 3: gest</p> <p>Week 4: Prefixes contra- contro-</p> <p>Week 5: cord</p> <p>Week 6: store/ staur</p>	<p>Week 1: Prefix com-</p> <p>Week 2: commun</p> <p>Week 3: gest</p> <p>Week 4: Prefixes contra- contro-</p> <p>Week 5: cord</p> <p>Week 6: store/staur</p>	<p>Week 1: Prefix ex-</p> <p>Week 2: Prefix ex-</p> <p>Week 3: Words ending – rass</p> <p>Week 4: Additional morphemes: equip, age, bargain</p> <p>Week 5: Additional morphemes: neighbour, physic, shoulder</p>
	<p>Spells correctly most words from the Y3/4 word list.</p> <p>The large majority of spelling rules and patterns are accurately spelled (*Year 3 and 4 ELS programme of study)</p>		<p>Spells some words from the Y5/6 spelling list.</p> <p>Begins to use more ambitious vocabulary and use a dictionary to check the spelling.</p>		<p>Spells correctly many words from the Y5/6 spelling list.</p> <p>Clear understanding that spelling rules combine phonic, phonological and morphological principles.</p>	
Handwriting	<p>Writing using joined, legible handwriting.</p>		<p>Begins to adapt handwriting style to task and context, with a focus on legibility and fluency.</p> <p>Beginning to adopt a personal, joined cursive style.</p>		<p>Pupils write with increasing speed and stamina. Maintains legibility in joined handwriting when writing at speed.</p>	

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