

Curriculum Coverage – Year 5– 2022-2023

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
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| SPAG | Floodlands, Marcus Sedgwick | Cosmic, Frank Cottrell Boyce | Diver's Daughter, Patrice Lawrence/Shakespeare | Street Child – Berlie Doherty | The Night Bus Hero, Onjali Q Rauf | The Boy In The Tower, Polly Ho-Yen | |
| Year 5: Detail of content to be introduced (statutory requirement) | | | | | | | |
| Word | Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>] | Narrative 1 Write a five part story using language to evoke mood and atmosphere and develop characterisation. | Narrative 2 Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. | Narrative 3 Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. | Narrative 4 Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character. | Narrative 5 Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts. | Narrative 6 Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward. |
| Sentence | Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] | Transform for GDS Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere. | Transform for GDS Change the story to focus on a different technique looking at how the language choice changes. | Transform for GDS Adapt the story for a different audience aiming for consistency in character and style | Transform for GDS Change the story to show parallel narrators where events are portrayed simultaneously. | Transform for GDS Use the non-linear structure to show changes in atmosphere and mood | Transform for GDS Add an additional narrative voice demonstrating a change in formality |
| Text | Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>] | Recount Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. Transform for GDS Write the same recount for two or three audiences, appealing to each one through managed shifts of formality. | Non-chronological Reports Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. Transform for GDS Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report | Persuasion Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject. Transform for GDS Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references. | Procedural Text Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity. Transform for GDS Change to a non-linear structure with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt | Discussion Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion. Transform for GDS Combine the discussion text with another text type with a clear audience and form. | Explanation Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style. Transform for GDS Transform the explanation or part of the explanation to a mixture of styles based on multiple audience |
| Punctuation | Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity | | | | | | |
| Terminology for pupils | modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity | | | | | | |

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| | | | | structural, vocabulary and grammar choices based on the form and audience. | | |
| Teacher assessment support against termly milestones | <p>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T (x)</p> <ul style="list-style-type: none"> Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style. Write a recount with a specific form and audience Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness Use literary devices such as repetition, alliteration, "rule of three". Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. Begin to use dialogue to convey character and advance the action Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones <p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a T+</p> <ul style="list-style-type: none"> Independently adapt language choices based on the audience and the intended impact on the reader. | <p>If a pupil is On-track against comparative milestones towards Expected Standard (EXS) they will be a T +</p> <ul style="list-style-type: none"> Effectively use dialogue to convey character and advance the action. Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. Write a linear procedural text with a wide range of presentational and organisational devices Use a wide range of presentational and organisational features to structure texts specific to the form and audience. Begin to adapt writing based on a change in the audience. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs Use commas to clarify meaning and avoid ambiguity Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons. Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6 Consistently produce legible joined handwriting <p>If a pupil is On-track against comparative milestones towards Greater Depth (GD) they will be a EXS</p> <ul style="list-style-type: none"> Develop writing into a parallel narrative telling same events from two points of view. Start to build cohesion within a paragraph e.g some use of pronouns, conjunctions and reference chains. | <p>If a pupil is On-track against end of year Expected Standard (EXS) they will be an EXS</p> <ul style="list-style-type: none"> In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism. Write with a non-linear structure. Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader Plan, compose, edit and refine an explanation text showing good awareness of the reader Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary Use dialogue to convey character and advance the action. Use preposition phrases and expanded noun phrases to add detail, qualification and precision Build cohesion within and across a paragraph using a range of devices. Spell correctly many words from Yr5/6 Consistently produce legible joined writing <p>If a pupil is consistently working above expected outcomes at the end of year, Greater Depth (GD) they will be a GD</p> <ul style="list-style-type: none"> Choose to combine text-types to support overall effectiveness of the writing. Write effectively for multiple audiences, selecting | | | |

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| | <ul style="list-style-type: none">• Write for more than one audience, managing changes in content, features and levels of formality.• Embed one text-type within another, controlling the writing and maintain the overall purpose.• Use a wide range of clause structures, sometimes varying their position within a sentence. | <ul style="list-style-type: none">• Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing• Independently enhance the effectiveness of writing through reading, evaluating and re-drafting• Use the full range of punctuation taught correctly and appropriately• Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading. | <p>appropriate levels of formality and vocabulary choices.</p> <ul style="list-style-type: none">• Select precise vocabulary and grammatical structures• Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader• Use the full range of punctuation taught correctly and appropriately• Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.• Develop own success criteria and makes choices on audience and form of writing. |
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