

Year 5 - National Curriculum Content Within the Mastery English Programme

English Reading		English Writing		
Word Reading	Comprehension	Composition	Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation - content
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - 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 - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning 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 - understand what they read by: <ul style="list-style-type: none"> - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction - 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 - 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 - provide reasoned justifications for their views. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● plan their writing by: <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ● draft and write by: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of 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 - proof-read for spelling and punctuation errors -perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 ● indicate grammatical and other features by: <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	<p>Word Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p> <p>Sentence Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p> <p>Text Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>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, he <i>had</i> seen her before]</p> <p>Punctuation Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Terminology for pupils modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>

Please note that the Mastery English Programme does not include spelling or handwriting, which should be addressed elsewhere on the timetable.

Year 5 – Teacher Assessment Framework

English Writing		
Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<p>The pupil is beginning to meet the following aims and, with support, can:</p> <ul style="list-style-type: none"> • write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical • select appropriate grammar and vocabulary to match the purpose and audience of their writing • describe settings, characters and atmosphere with increasing awareness of the reader • begin to use dialogue to convey a character and advance the action • use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. • create paragraphs that are usually suitably linked (some transitions may be awkward) • proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections • use the full range of punctuation from previous year groups • begin to use commas to clarify meaning or to avoid ambiguity • begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly • begin to experiment with relative clauses with support and modelling • begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. • begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. • spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc. • spell some words correctly from the Y5/6 statutory spelling list • write legibly, fluently and with increasing speed 	<p>The pupil is beginning to independently apply their knowledge and can:</p> <ul style="list-style-type: none"> • write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose. • describe settings, characters and atmosphere to consciously engage the reader • use dialogue to convey a character and advance the action with increasing confidence • select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc. • begin to proofread work to précis longer passages by removing unnecessary repetition or irrelevant details • create paragraphs that are usually suitably linked • proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements • use the full range of punctuation from previous year groups • use commas to clarify meaning or to avoid ambiguity with increasing accuracy • use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly • use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery • use brackets, dashes or commas to begin to indicate parenthesis • use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. • convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. 	<p>The pupil is confidently and independently able to apply their knowledge and can:</p> <ul style="list-style-type: none"> • consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes • describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace • regularly use dialogue to convey a character and advance the action • proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details • consistently link ideas across paragraphs • proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements • begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear • use commas consistently to clarify meaning or to avoid ambiguity • use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly • use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery • use brackets, dashes or commas to indicate parenthesis • use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • spell most verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc. • regularly convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc. • spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc. • spell most words correctly from the Y5/6 statutory spelling list • write legibly, fluently and with increasing speed

Please refer to current moderation guidance and the latest version of the teacher assessment framework.

	Autumn Term	Spring Term	Summer Term
Whole Class Text	The Firework Maker's Daughter	Street Child	Holes
Author	Philip Pullman	Berlie Doherty	Louis Sachar
Themes	Journeys, gender stereotypes, adventure, talent, courage, cultural differences, fantasy, comedy, loyalty, talents, gifts, art, passion, camaraderie	Cruelty, injustice, poverty, rich/poor divide, street children, homelessness, societal attitudes towards the poor, freedom	Justice, choices, friendship, family relationships, fate, consequences, innocence, theft, families, ancestors, punishment, racism, sexism, adversity, abuse of power
Knowledge Focus	Firework safety, fairy tales, volcanoes, firework-making, festivals, celebrations, entrepreneurship	Victorian Britain, Children's homes, Dr Barnardo, workhouses, lighter boats, Industrial Revolution	Crime and punishment, black history, landscapes, deserts, curses, 19 th century America
Text Specific Vocabulary	Hawk, rickshaw, sulphur, murderer, curved, curse, turban, bounded, mountain, fountain, stout, oyster, billowing, teaspoonful, bamboo, troop, desperate, complicated, hostage, rupee, crevice, recoil, parched, spark, alarmed, charcoal, tarpaulin, tartan, scorched, scorpion, enormous, laboriously, loathe, obnoxious, furious, transition, proposition, transaction, simile, sacred, rumble, dagger, fiend, goddess, rudimentary, apprentice, divine, wistful, unrequited, sycophant, sovereign, unctuous, pestilential, incorrigible, perish, dejected, scurvy, baffled, capsize, precariously, melancholy, virtuoso, nostalgia, frivolous, impetuous, reluctant, arrogant, grotto.	Abandoned, impoverished, threadbare, adolescent, dishevelled, affluent, fashionable, underprivileged, distressed, filthy, desolate, immaculate, fortunate, destitute, elegant, carriage, dodged, hovered, scraps, prised, shilling, triumph, prompted, taut, frothing, wharves, pauper, drones, coaxed, vaguely, lope, infirmary, queue, sallow, cholera, scullery, reproach, gruel, bramble, spectre, lumber, caper, skulking, spar, churn, scorching, jeer, spectacles, vagabond, jostle, haul, mortal, cropped, pursed, recite, rapping, strode, wheezing, rag-pile, bonnet, throbbing, baffled, dodging, propped, cackle, companion, vicious.	Convicted, descendants, perseverance, barren, juvenile, scarcity, torment, coincidence, defective, excavated, reluctantly, scowled, etched, paranoid, throbbing, callused, penetrating, condemned, writhed, desolate, refuge, grotesque, concoctions, mocked, vile, delirious, feeble, ward, vacancies, systematic, mirage, sheepishly, protruding, increments, precipice, despair, gully, contritely, indentation, fugitive, inexplicable, adjacent, precarious, authorisation, authenticated, jurisdiction, patent, tedious, subtle, weary, destiny, eternity, fossil, metallic, venom, parched, remedy, riot, rut, commotion, attorney, detainees, custody, despicable, hallucinations, incarcerated, initiate, legitimate, refuge, stifling, strenuous, sundial, raspy, wasteland, shrivelled, preposterous, intensity, engraved, evict, deftly, ventilation, contritely, pronounced, forlorn, souvenir, shovel, counsellor, foreshadowing, urge, spigot, slit, ignition, accelerate, sparing, jagged, dawdle.
Writing Opportunities	Story opening, persuasive letter, diary entry, instructions, newspaper, book review	Character description, non-chronological report, informal letter, newspaper, persuasive letter	Informal letter, non-chronological report, setting description, narrative, diary, character study
Key Grammar and Punctuation	Y5 specific Adverbials, semi-colons, relative clauses, relative pronouns, formal and informal vocabulary, modal verbs, expanded noun phrases, brackets for parenthesis, semi-colons in a list, brackets, dashes and commas for parenthesis, perfect tense Revision Adjectives, determiners, pronouns, imperative verbs, commands, apostrophes of possession, superlatives	Y5 specific semi-colons to mark clauses, semi-colons in lists, relative clauses, parenthesis, commas to separate clauses, synonyms, adverbials, formal and informal, active and passive, Revision Adjectives, contractions/apostrophes of omission, verbs, nouns, prepositions, direct speech, determiners, paragraphs, subordinating and coordinating conjunctions.	Y5 specific Informal and formal vocabulary, expanded noun phrases, adverbials, brackets and commas for parenthesis, relative pronouns, semi-colons, colons, dashes, cohesion Revision Contractions/apostrophes of omission, simple, compound and complex sentences, paragraphs, present tense verbs, subordinate clauses.

Features of Effective Writing	Effective openings, emotive language, exaggeration, rhetorical questions, flattery, formal language, informal language, summarising, headlines, direct speech, reported speech.	Note-taking, headlines, dialogue, rhetorical questions, factual language, formal language.	Formal language, informal language, similes, metaphors, alliteration, emotive language, sub-headings, note-taking.
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