

## Year 5 Literacy Curriculum Overview

Our English curriculum aims to ensure all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Year 5 Literacy Curriculum Overview

	Aut 1	Aut 2
Topic / Context/ Book	<ul style="list-style-type: none"> <li>Floella Benjamin's autobiography 'Coming to England'</li> <li>Carnival celebrations</li> </ul>	<ul style="list-style-type: none"> <li>'The Wreck of Zanzibar' by Michael Morpurgo</li> <li>The Tudors - The dissolution of the monasteries</li> </ul>
Genre	<ul style="list-style-type: none"> <li>Autobiography</li> <li>Diary entry</li> <li>Recount of a carnival</li> <li>Poem</li> </ul>	<ul style="list-style-type: none"> <li>Narrative</li> <li>Letter</li> <li>Information text</li> </ul>
Reading	<ul style="list-style-type: none"> <li>To select information from a text</li> <li>To provide justifications for their views</li> <li>To summarise ideas from across a text</li> <li>To select information from a Non-fiction text</li> <li>To précis a long passage.</li> <li>To infer meaning</li> </ul>	<ul style="list-style-type: none"> <li>To select information from a text</li> <li>To infer meaning</li> <li>To explore an author's use of language</li> <li>To explore the structure of texts</li> <li>To summarise ideas from across a text</li> </ul>
Punctuation & Grammar	<ul style="list-style-type: none"> <li>To categorise and use types of noun</li> <li>To categorise and use types of pronoun</li> <li>To categorise and use types of adjective</li> <li>To use verbs</li> <li>To use paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>To use adjectival phrases</li> <li>To use compound and complex sentences</li> <li>To use the correct punctuation for dialogue</li> <li>To use adverbs</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>To learn keywords</li> <li>Suffix - cious, tious, cial, tial, ant, ance, ancy, ation, ent, ence, ency, able, ably, ible, ibly</li> <li>Use of the hyphen</li> </ul>	<ul style="list-style-type: none"> <li>The 'i before e except after c' rule</li> <li>Words containing the letter-string ough</li> <li>Words with 'silent' letters</li> <li>Homophones</li> <li>-cious and -tious endings</li> </ul>

## Year 5

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	Spring 1	Spring 2
Topic / Context/ Book	<ul style="list-style-type: none"> <li>• The Poetry Box by Kit Wright</li> <li>• The Tudors - History Topic</li> <li>• Newspaper article about Richard III</li> <li>• Letter from Anne Boleyn</li> </ul>	<ul style="list-style-type: none"> <li>• Roald Dahl autobiography</li> <li>• James and the Giant Peach</li> <li>• Reports about minibeasts</li> </ul>
Genre	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Newspaper article</li> <li>• A letter</li> <li>• Speeches</li> <li>• Balanced argument</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• News report</li> <li>• Non fiction report</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• To perform poetry</li> <li>• To explore effective word choices</li> <li>• Summarise ideas drawn from more than one paragraph</li> <li>• To find information in a non fiction text</li> <li>• To distinguish between fact and opinion</li> <li>• To draw inferences</li> <li>• To evaluate how language and structure contribute to meaning</li> <li>• To provide reasoned justification for their views</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and discuss themes</li> <li>• To discuss the understanding and meaning of words in context</li> <li>• To use inference and justify with evidence</li> <li>• To summarise the main ideas from across more than one paragraph</li> <li>• To explore language choices</li> <li>• To find information in a non-fiction text</li> </ul>
Punctuation & Grammar	<ul style="list-style-type: none"> <li>• Speech and quotation marks and when to use semi colons, brackets and colons.</li> <li>• To understand the types of adjectives and nouns</li> <li>• To use coordinating and subordinating conjunctions</li> <li>• To understand and use types of adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the types of adjectives, adverbs and verbs</li> <li>• To use different sentence structures</li> <li>• To use prepositional phrases</li> <li>• To use apostrophes for possession and omission</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>• Learning the spellings from the Year 5 and Year 6 national curriculum spelling list.</li> <li>• Identifying similarities in spelling patterns of words.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the spellings from the Year 5 and Year 6 national curriculum spelling list.</li> <li>• Identifying similarities in spelling patterns of words.</li> </ul>

Year

Literacy Curriculum Overview

	Summer 1	Summer 2
Topic / Context/ Book	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
Genre	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
Reading	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
Punctuation & Grammar	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
Spelling	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>