

English – Year 5 Autumn 1

National curriculum skills for this unit:

Spoken language:

- Build vocabulary
- Articulate and justify answers
- Maintain attention and participate actively in collaborative conversations
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in **discussions**, presentations, performances, **role play**, improvisations and debates
- Consider and evaluate different viewpoints

Reading comprehension:

- Identify and discuss themes and conventions
- Ask questions to improve understanding
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas
- Identify how language, structure and presentation contribute to meaning
- Provide reasoned justifications

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings
- Use consistent and correct tense
- Proof-read for spelling and punctuation errors

Writing outcome:

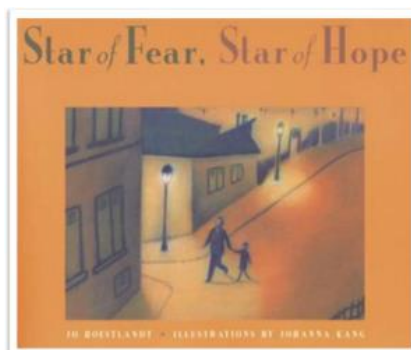
To write a story with a flashback from another character's point of view.

Greater depth writing outcome:

To write a story with a flashback from another character's point of view including a section in recount genre e.g. diary, letter, eye-witness account.

Additional writing opportunity:

Write a non-chronological report to link with topic work on World Wars, conflict, refugees.



Pathways to Write

Pathways to Write keys

	Gateway keys (non-negotiables/basic skills)	→ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y5	<ul style="list-style-type: none"> • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) • Use of inverted commas and other punctuation to punctuate direct speech • Use a variety of verb forms consistently and correctly • Organise paragraphs around a theme 	<ul style="list-style-type: none"> • Use fronted adverbials (Y4) • Use expanded noun phrases to convey complicated information concisely • Link ideas across paragraphs using adverbials • Commas after fronted adverbials (Y4) • Use of inverted commas and other punctuation to punctuate direct speech (Y4) 	<ul style="list-style-type: none"> • Develop and keep characters consistent through description • Develop settings through description and link this with the characters or plot • Vary story openings: start with dialogue, action or description • Use paragraphs to vary pace and emphasis

NC Word List – years 5 and 6	Tier 2 words	Tier 3 words
aggressive cemetery convenience desperate immediately necessary neighbour occupy prejudice queue	recognise restaurant sacrifice soldier symbol friction benevolence compassion angst authority conflict dispute timidly pounding invaded	Jew Jewish holocaust Nazi occupation apartment thread keyhole Madame Monsieur community

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Participate in discussions, presentations, **performances**, role play, improvisations and debates

Reading comprehension:

- Make comparisons within and across poems
- Learn poetry by heart
- Prepare poems and plays for performance
- Ask questions to improve understanding
- Evaluate authors' language choice
- Explain and discuss understanding of reading

Writing composition:

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Use organisational and presentational devices to structure text
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Perform own compositions using appropriate intonation, volume and movement

Writing outcome:

To write a narrative poem exploring the experience of the Blitz from the viewpoint of a child.

Greater depth writing outcome:

To write their poems from an alternative viewpoint, e.g. a parent, an ARP warden or firefighter.

English – Year 5 Autumn 1



Blitz by Mary Desirée Anderson



Pathways to Write keys

⇒ Poetry keys

- Experiment with personification to create effective imagery
- Make effective language choices, drawing on a range of descriptive techniques

NC Word List – Years 5 and 6

Vocabulary Development

aggressive
appreciate
desperate
disastrous
interrupt

lightning
recognise
rhythm
suggest
vehicle

clustered
thrumming
ghastly
baffling
recoil

denied
unconquerable
dim
bitter
scarce



Pathways to Poetry

National curriculum skills for this unit:

Spoken language:

- Build vocabulary
- Articulate and justify answers
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Use Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Select and use appropriate registers for effective communication

Reading comprehension:

- Identify and discuss themes and conventions
- Make comparisons within and across books
- Ask questions to improve understanding
- Draw inferences (characters feelings, thoughts and motives): justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Evaluate authors' language choice
- Distinguish between fact and opinion (Greater depth only)
- Participate in discussion about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings
- Choose the appropriate register
- Proof-read for spelling and punctuation errors

Writing outcome:

To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view

Greater depth writing outcome:

To write a version from the special tree's perspective

Additional writing opportunity:

Plan, draft and write an explanation text - *A guide for humans in a giant world*

English – Year 5 Spring 1



Pathways to Write keys

	Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y5	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use punctuation at Y4 standard correctly • Link ideas across paragraphs using adverbials • Use of inverted commas and other punctuation to punctuate direct speech (Y4) • Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Choose the appropriate register • Integrate dialogue to convey character and advance the action • Use commas to clarify meaning or avoid ambiguity in writing 	<ul style="list-style-type: none"> • Use language carefully to influence the reader's opinion of a character, place or situation • Use archaic language • Use paragraphs to vary pace and emphasis • Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood • Give clues to the reader about when the story takes place - • Give clues to the reader about when the story takes place - what characters are wearing, buildings, horse drawn carriage rather than cars etc

NC Word List – Years 5 and 6

ancient
awkward
community
correspond
determined
familiar
forty
harass

hindrance
interrupt
nuisance
privilege
rhyme
rhythm
stomach
vegetable

Developing Vocabulary

bore
rattled
ceased
blossoms
bitterly
longed
admired
merely

hastened
slay
ogre
trespasser
casement
wound
awe



Pathways to Write

English – Year 5 Spring 2

National curriculum skills for this unit:

Spoken language:

- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, **performances, role play**, improvisations and debates

Reading comprehension:

- Read and discuss a wide range of texts
- Identify and discuss themes and conventions
- Learn poetry by heart
- Prepare poems and plays for performance
- Check sense, discuss understanding and explore meaning of words in context
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choice

Writing composition:

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Perform own compositions using appropriate intonation, volume and movement

The Sea by James Reeves



Pathways to Write keys

→ Poetry keys

- Experiment with personification to create effective imagery
- Make effective language choices, drawing on a range of descriptive techniques

Writing outcome:

To write a narrative poem about a journey across the sea, including personification of the waves

Greater depth writing outcome:

To write a narrative poem about a journey across the sea, in first person as the sea

NC Word List – Years 5 and 6

aggressive
appreciate
conscious
desperate

disastrous
lightning
mischievous
rhythm

Vocabulary Development

abiding
clashing
ebb
frisk
frolic
prowling
boughs
descending

dreary
hunch-shouldered
mane
rave
riot
cobblestones
haunches
tyrant



Pathways to Poetry

English – Year 5 Spring 2

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Participate in **discussions**, **presentations**, performances, role play, improvisations and **debates**
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

Reading comprehension:

- Make comparisons within and across texts
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Draw inferences (characters, feelings, thoughts, motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choices
- Retrieve, record and present information from non-fiction

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading
- Enhance meaning through selecting appropriate grammar and vocabulary
- Precis longer passages
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Choose the appropriate register
- Proof-read for spelling and punctuation errors

Writing outcome:

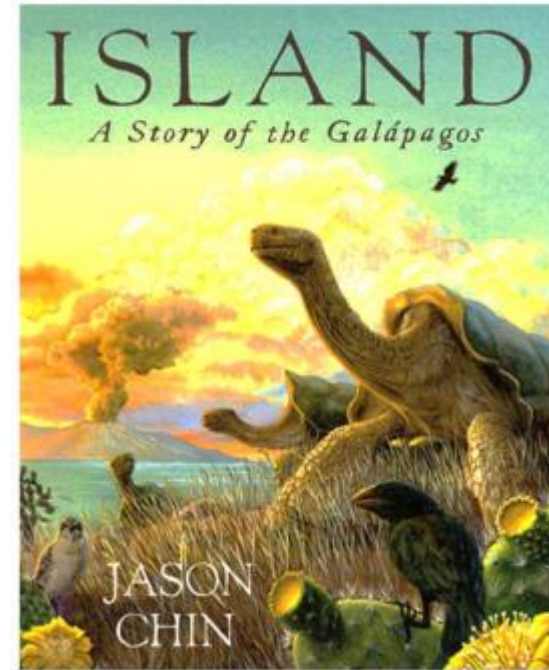
To write an explanatory report (hybrid) about Charles Darwin's discoveries

Greater depth writing outcome:

To write an explanatory report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information

Additional writing opportunity:

To write a discussion about whether it was right to take Jemmy Button from his habitat
(Session 4 – you may wish to spend additional sessions focused on planning an extended piece of writing at this point in the unit)



Pathways to Write keys

	Gateway keys (non-negotiables/basic skills)	→ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y5	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use punctuation at Y4 standard correctly • Organise paragraphs around a theme • Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun 	<ul style="list-style-type: none"> • Variety of verb forms used correctly and consistently including modal verbs and the present perfect form • Link ideas across paragraphs using adverbials • Link ideas using tense choices • Use brackets, dashes or commas to indicate parenthesis 	<p>Explanative report hybrid:</p> <ul style="list-style-type: none"> • Adapt formality to suit purpose and audience • Use and explain technical vocabulary • Apply language from independent research • Add details of the 5Ws throughout piece – who, what, where, when, why and how • Direct address to the reader through questions as subheadings • Use layout features of an explanation, including, photographs, illustrations and captions • Use words/phrases to make sequential, causal or logical connections e.g. because, resulting in



Pathways to Write

NC Word List – Years 5 and 6

accommodate
apparent
average
environment
excellent
existence
explanation
individual

occur
physical
pronunciation
relevant
system
temperature
thorough
variety

revolutionary
emerge
transform
exchange
magnificent
stirring
frequent
flourish
several

evolution
endemic
seamount
natural selection
extinction
descendants
terrain
elevation
colony/colonise

National curriculum skills for this unit:

Spoken language:

- Ask relevant questions
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in **discussions**, presentations, performances, **role play**, **improvisations** and debates

Reading comprehension:

- Identify and discuss themes and conventions
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Predict from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choice
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussion about books
- Provide reasoned justifications for views

Writing composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Use organisational and presentational devices to structure texts
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Choose the appropriate register
- Proof-read for spelling and punctuation errors

Writing outcome:

To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text

Greater depth writing outcome:

To add a section entitled 'How Jacques Cousteau inspired me' linked to his role in the conservation debate

Additional writing opportunity:

Pupils plan and write an imaginary adventure story

English – Year 5 Summer 1



Pathways to Write keys

	Gateway keys (non-negotiables/basic skills)	→ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y5	<ul style="list-style-type: none">• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>• Organise paragraphs around a theme• Use fronted adverbials• Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	<ul style="list-style-type: none">• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun• Use devices to build cohesion within a paragraph• Use brackets, dashes or commas to indicate parenthesis• Use of the hyphen (to join a prefix to a root word)	<ul style="list-style-type: none">• Select the appropriate style to engage the audience• Use direct and reported speech to express a range of viewpoints• Use verb tenses consistently and correctly• Use real life facts, including dates and place names• Use thematic language specific to the subject• Use formal language appropriately
Y6	<ul style="list-style-type: none">• Use punctuation at Y4 standard correctly	<ul style="list-style-type: none">• Use relative clauses beginning with who, which,	

NC Word List – Years 5 and 6

Developing Vocabulary

accompany
achieve
amateur
conscience
conscious
curiosity
determined
environment

equipment
foreign
muscle
programme
shoulder
sufficient
vehicle
yacht

fascinated
villainous
surrounded
perilous
pioneer
inventor
legacy
innovations
camouflaged
seascape

marine
scorpion fish
dorados
emeralds
sapphires
rubies
checkerboard fish
truckfish
moustache



Pathways to Write

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in **discussions**, presentations, **performances**, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)

Reading comprehension:

- Identify and discuss themes and conventions
- Learn poetry by heart
- Prepare poems and plays for performance
- Summarise main ideas, identifying key details

Writing composition:

- Identify the audience for and purpose of writing
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform own compositions using appropriate intonation, volume and movement

Writing outcome:

To write a free verse poem about the beauty of oceans and why we should treasure them

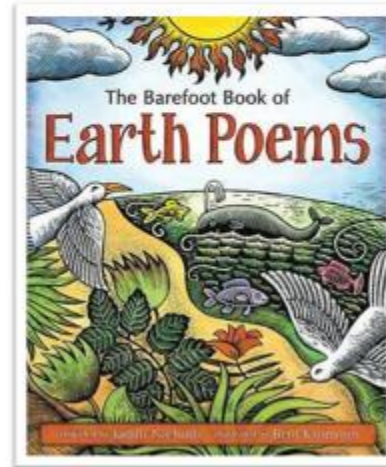
Greater depth writing outcome:

To write a free verse poem about a range of underwater habitats and why we should treasure them

English – Year 5 Summer 1

For Forest

by Grace Nichols



Pathways to Write keys

→ Poetry keys

- Experiment with personification to create effective imagery
- Make effective language choices, drawing on a range of descriptive techniques

NC Word List – Years 5 and 6

ancient
conscience
determined
environment
existence

identity
marvellous
rhythm
temperature
yacht

Vocabulary Development

watersound
teeming
broadcast
caress
wondrous
revel

reef
marine
protected
conservation
paradise
lagoon



Pathways to Poetry

English – Year 5 Summer 2

National curriculum skills for this unit:

Spoken language:

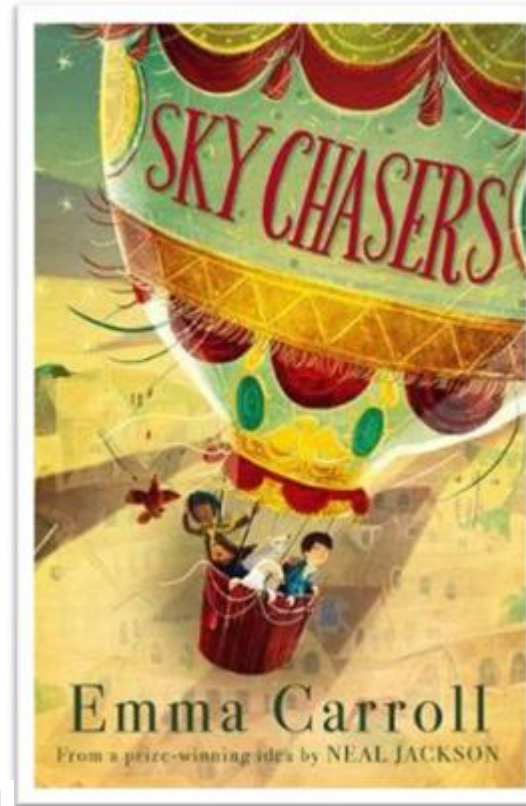
- Listen and respond
- Build vocabulary
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Use Standard English
- Select and use appropriate registers for effective communication


Reading comprehension:

- Recommend books to peers
- Learn poetry by heart
- Prepare **poems** and plays for performance
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Summarise main ideas, identifying key details
- Evaluate authors' language choice
- Participate in discussion about books

Writing Composition

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Précis longer passages
- Integrate dialogue to convey character and advance the action
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings
- Distinguish between the language of speech and writing
- Proof-read for spelling and punctuation errors
- Perform own compositions using appropriate intonation, volume and movement



 Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	→ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y5	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Select appropriate grammar and vocabulary • Use and punctuate direct speech • Use devices to build cohesion within a paragraph • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun 	<ul style="list-style-type: none"> • Use adverbs to indicate degrees of possibility • Enhance meaning through selecting appropriate grammar and vocabulary • Describe characters, settings and atmosphere • Use commas to clarify meaning or avoid ambiguity in writing 	<ul style="list-style-type: none"> • Develop and keep characters consistent through description • Develop settings through description and link this with the characters or plot • Use language carefully to influence the reader's opinion of a character, place or situation • Use powerful and varied verbs for action • Use paragraphs to vary pace and emphasis
Y6	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Select appropriate grammar and vocabulary • Integrate dialogue to convey character and advance the action • Use a wide range of devices to build cohesion 	<ul style="list-style-type: none"> • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms • Identify the audience and purpose for writing • Choose the appropriate register • Use semi-colons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> • Use dialogue to move action forward • Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood • Combine action, dialogue and description <p>Bold additions for Y6</p>

NC Word List – Years 5 and 6		Developing Vocabulary	
appreciate	leisure	inventor	espionage
attached	lightning	obsession	mechanics
available	marvellous	contraption	pickpocket
bruise	mischievous	setback	prototype
curiosity	opportunity	ingenuity	aeronautical
definite	profession	experiment	papermill
identity	recommend	elation	airborne
language	suggest	triumph	rooster
	twelfth	deceit	poultry
		contraption	orphan



Pathways to Write

Writing outcome:

Year 5 – To write the next chapter of Sky Chasers in the style of the author

Year 6 – To write the next chapter of Sky Chasers in the style of the author from two different viewpoints

Greater depth writing outcome:

Year 5 – To write from two different viewpoints

Year 6 – To write from three different viewpoints

Additional writing opportunity:

To write a personal autobiography recounting a significant achievement in detail

English – Year 5 Summer 2

Sonnet Written at the Close

of Spring

By Charlotte Smith



Pathways to Write keys

⇒ Poetry keys

- Experiment with personification to create effective imagery
- Make effective language choices, drawing on a range of descriptive techniques

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently

Reading comprehension:

- Identify and discuss themes and conventions
- Make comparisons within and across poems
- Learn poetry by heart
- Prepare poems and plays for performance
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choice
- Explain and discuss understanding of reading

Writing composition:

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Use organisational and presentational devices to structure text
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform own compositions using appropriate intonation, volume and movement

Writing outcome:

To write a poem in the style of a sonnet to describe the view of the countryside from a hot air balloon

Greater depth writing outcome:

To write a sonnet to describe the view of the countryside from a hot air balloon



Pathways to Poetry

NC Word List – Years 5 and 6

ancient
appreciate
foreign
marvellous

rhyme
rhythm
variety

Vocabulary Development

boughs	linger
brook	placid
dell	slumber
fair	solitude
fond	spangled
frail	splendour
garland	wove
grove	wreath
humanity	zephyr