English scheme of work – Year 5 (from Sep 2026) -

Christian values underpinning learning: *Together we love and respect. We are creative, we are determined, we are confident, we are kind.*

Spoken Language:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding
- 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.

Word: Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1 both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading Comprehension

Pupils should be taught to:

- **Maintain positive attitudes to reading and understanding of what they read by:**
  - 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 tradition
  - 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**:
  - 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**

Writing Transcription_ Spelling (see spelling list Appendix 1) **Pupils should be taught to:** • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus
Handwriting **Pupils should be taught to**: • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task

Writing Composition

Pupils should be taught to:

- **plan their writing by**:
  - 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**:
  - 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**:
  - 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**

Writing – Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in Appendix 2 by:
  - 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 who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in Appendix 2
- indicate grammatical and other features by:
  - 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

Over the course of the year the following genres of writing must be covered:
Narrative
Recount
Explanation
Non-chronological reports
Persuasion
Information
Poetry
Instructions

Each class will show coverage of these within their planning, however the order they are covered will be determined by the class teacher in order to enable quality texts for each genre to be best suited to the individual topics, ensuring purposeful and cross-curricular English.

Appendix 1 : Spelling - Year 5 and 6 – To be taught using the Spelling Scheme of work

Endings which sound like /ʃəs/ spelt –cious or –tious vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious

Endings which sound like /ʃəl/ official, special, artificial, partial, confidential, essential

Words ending in –ant, –ance/–ancy, –ent, –ence/–ency observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration),substance (substantial), innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential), assistant, assistance, obedient, obedience, independent, independence

Words ending in –able and –ible Words ending in –ably and –ibly adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

Adding suffixes beginning with vowel letters to words ending in –fer referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference

Use of the hyphen co-ordinate, re-enter, co-operate, co-own

Words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling

Words containing the letter-string ough ought, bought, thought, nought, brought, fought, rough, tough, enough cough, though, although, dough through, thorough, borough, plough

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) doubt, island, lamb, solemn, thistle, knight

Homophones and other words that are often confused advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, farther: further/father: a male parent, guessed: past tense of the verb *guess*/guest: visitor, heard: past tense of the verb *hear*/herd: a group of animals, led: past tense of the verb *lead*/lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*),morning: before noon/mourning: grieving for someone who has died, past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*)/passed: past tense of the verb 'pass' (e.g. *I passed him in the road*), precede: go in front of or before/proceed: go on, principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*)/principle: basic truth or belief, profit: money that is made in selling things/prophet: someone who foretells the future, stationary: not moving/stationery: paper, envelopes etc., steal: take something that does not belong to you/steel: metal, wary: cautious/ weary: tired,

who's: contraction of *who is* or *who has/* whose: belonging to someone (e.g. *Whose jacket is that?*)

WORD LIST YEAR 5 AND 6	available	conscience*	develop	explanation	immediate(ly)	necessary	privilege	rhythm	symbol
accommodate	average	conscious*	dictionary	familiar	individual	neighbour	profession	sacrifice	system
	awkward	controversy	disastrous	foreign	interfere	nuisance	programme	secretary	temperature

accompany	bargain	convenience	embarrass	forty	interrupt	occupy	pronunciation	shoulder	thorough
according	bruise	correspond	environment	frequently	language	occur	queue	signature	twelfth
achieve	category	criticise (critic + ise)	equip (–ped, –ment)	government	leisure	opportunity	recognise	sincere(ly)	variety
aggressive	cemetery	curiosity	especially	guarantee	lightning	parliament	recommend	soldier	vegetable
amateur	committee	definite	exaggerate	harass	marvellous	persuade	relevant	stomach	vehicle
ancient	communicate	desperate	excellent	hindrance	mischievous	physical	restaurant	sufficient	yacht
apparent	community	determined	existence	identity	muscle	prejudice	rhyme	suggest	
appreciate	competition								
attached									

Appendix 2

Grammar – Year 5

- Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; –ify]
- **Verb prefixes** [for example, dis–, de–, mis–, over– and re–]
- **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using **adverbs** [for example, perhaps, surely] or **modal verbs** [for example, might, should, will, must]
- Devices to build **cohesion** within a paragraph [for example, then, after that, this, firstly]
- Linking ideas across paragraphs using **adverbials** of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Terminology for pupils – Year 5

modal verb

relative pronoun

relative clause

parenthesis

bracket

dash

cohesion

ambiguity

WORD Year 5	SENTENCE Year 5	TEXT Year 5	PUNCTUATION Year 5
• Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–]	• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity

Year	Grammar Objectives	Example	Terminology
5	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence
5	Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose' or with implied relative pronoun.	Extend children's use and knowledge of subordinate clauses.	Relative clause Relative pronoun
5	Use commas to clarify meaning or avoid ambiguity	Encourage children to read their work for sense and meaning, and to punctuate short pauses with commas.	Comma
5	Use adverbials of time, place and number to link ideas across paragraphs	Encourage children to use paragraphs to break up their writing and to link ideas using words such as 'Earlier...' or 'Nearby...' or 'Secondly...'. They can also use phrases in the same way: 'Later on...' or 'Far away...'.	Adverbial
5	Use brackets, dashes or commas to indicate parenthesis	Help children to see that brackets, dashes and commas can all be used to indicate parenthesis In the museum, the toys (always the most popular exhibit) are on display as you enter the hall. In the museum, the dinosaur – first seen from the stairs – is the largest exhibit they possess. In the museum, the fossils, never easy to display, have lights behind them.	Bracket Dash Comma Parenthesis
5	Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures	Chn need to turn direct speech into indirect speech and recognise how the writing becomes more formal. "I'll never admit that you're better than Arsenal," Fred growled as the Man U supporter tightened the headlock. Turns into: Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock.	
5	Use apostrophes correctly	Consolidate correct use of apostrophes: 1. To indicate possession in singular or plural nouns: The dog's tail, cats' eyes, .. 2. To indicate a contraction – taking the place of missing letter(s) I'm, don't, ...	Apostrophe Contraction
5	Use modal verbs or adverbs to indicate degrees of possibility	Show children how we can have a hierarchy of possibility using modal verbs: I may go to my granny's. I might go to my granny's. I should go to my granny's. I will go to my granny's. I must go to my granny's.	Modal verb
5	Y5/Y6 Use dialogue, recognise differences between spoken and written speech (contractions)	Consolidate children's use of dialogue, including use of speech punctuation Stress differences between spoken and written speech. E.g. Contracted forms, and slang... "Give me a break," sneered Tom, "You can't expect me to believe that!" "Ger'off, you're hurting me," Sam told his younger brother.	Inverted commas or speech marks Direct speech