



Abbey Mead Primary Academy
Year 5 Book Led Curriculum 2023-2024

Topic	Main books	Writing outcomes	Grammar objectives taught
Poetry	Jabberwocky <i>Lewis Carroll</i> To be tied in with Shared Reading teaching of clarification to reduce time spent in English on comprehending text	(Autumn 1) Main outcome - Imitation poem Oracy outcome – Performance of own poem	Poetic devices (rhyme, alliteration, nonsense words, portmanteau Words)
	Farther <i>Grahame Baker Smith</i>	Autumn 1 (4 weeks): Main outcome – Setting Description (include pathetic fallacy, colour, mood) Short writing pieces – Book review, 1 st person piece (reflection) Oracy outcome- convey meanings clearly, based on front cover	Modal verbs Expanded noun phrases Fronted adverbials Figurative language (metaphors, simile, personification)
	<i>Journey to Jo'burg</i> <i>Beverley Naidoo</i>	Autumn 1 and 2: Main outcome - Recount Short writing piece – 1 st person reflection Oracy outcome – apartheid debate	Cohesive, linking devices Apostrophes for possession
Egyptians	Secrets of a Sun King <i>Emma Carroll</i>	Autumn 2: Main outcome – 1st person narrative (change of perspective)	Direct speech Relative clauses and parenthesis (commas, dashes and brackets)

		<p>Short writing pieces – 1st person piece, TripAdvisor review</p> <p>Oracy outcome – Discussion about gender inequality in the early 1900s</p>	
	<p>Stormbreaker</p> <p><i>Anthony Horowitz</i></p>	<p>Spring 1:</p> <p>Main outcome - non-chronological report</p> <p>Short writing pieces – Persuasive advert with rhetorical questions</p> <p>Oracy outcome – fed-in facts debate, persuasive adverts task</p>	<p>Relative clauses and parenthesis</p> <p>Subordinate clauses</p>
	<p>Hidden Figures: The True Story of Four Black Women and the Space Race</p> <p><i>Margot Lee Shetterly</i></p>	<p>Spring 1:</p> <p>Main outcome - Newspaper report</p> <p>Short writing pieces – 1st person reflection, Book review</p> <p>Oracy outcomes – Group discussions</p>	<p>Past perfect tense</p> <p>Relative clauses</p> <p>Direct speech</p> <p>Reported speech</p>
Space	<p>Stand-alone (not book-based)</p> <p>Space related</p>	<p>Spring 2:</p> <p>Main outcome - Balanced Argument</p> <p>Oracy outcome – Paired presentational speech, debate</p>	<p>Fronted adverbials to link and contrast ideas.</p> <p>Modal verbs</p>
	<p>The Strange Case of Origami Yoda</p> <p><i>Tom Angleberger</i></p>	<p>Summer 1:</p> <p>Main outcome – Opinion piece</p> <p>Oracy outcome – Giving and listening to advice in character as Origami Yoda</p>	<p>Fronted adverbials to link ideas revision</p>
Richard III	<p>Richard III – A Shakespeare Story</p>	<p>Summer 1:</p> <p>Main outcome 1 - Biography</p> <p>Short writing piece – 1st person reflection</p>	<p>Relative clauses and parenthesis</p> <p>Fronted adverbials</p> <p>Subordinate conjunctions</p>

	(A retelling of Shakespeare's Richard III) <i>Andrew Matthews and Tony Ross</i>	Oracy outcome – Persuasive speech to Lady Anne Neville about marrying Richard III Shorter outcome – Recount Summer 2: Shorter outcome- Playscript Oracy outcome – performing playscripts	
Tudors	<i>Diver's Daughter: A Tudor Story</i> <i>Patrice Lawrence</i>	Summer 2: Main outcome – Narrative Short writing piece – Setting description using personification. Oracy outcome – Discussion about gender and racial equality in Tudor England	Direct speech Fronted adverbials

	National Curriculum Statutory Requirements YEAR 5 Word Reading
RW1	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.

	National Curriculum Statutory Requirements YEAR 5/6 Reading Comprehension
	Maintain positive attitudes to reading and understanding of what they read by:
RC1	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
RC2	Reading books that are structured in different ways and reading for a range of purposes
RC3	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
RC4	Recommending books that they have read to their peers, giving reasons for their choices
RC5	Identifying and discussing themes and conventions in and across a wide range of writing
RC6	Making comparisons within and across books
RC7	Learning a wider range of poetry by heart
RC8	Preparing poems and plays to read aloud and perform, showing understanding through intonation , tone and volume so that the meaning is clear to an audience
	Understand what they read by
RC9	Checking that the book makes sense to the, discussing their understanding and exploring the meaning of words in context
RC10	Asking questions to improve their understanding
RC11	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
RC12	Predicting what might happen from details stated and implied
RC13	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
RC14	Identifying how language, structure and presentation contribute to meaning
RC15	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
RC16	Distinguish between statements of fact and opinion
RC17	Retrieve, record and present information from non-fiction
RC18	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
RC19	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintain a focus on the topic and using notes where necessary
RC20	Provide reasoned justifications for their views
	National Curriculum Statutory Requirements YEAR 5/6 Speaking and listening
SL1	Listen and respond appropriately to adults and their peers
SL2	Ask relevant questions to extend their understanding and knowledge
SL3	Use relevant strategies to build their vocabulary
SL4	Articulate and justify answers, arguments and opinions
SL5	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
SL6	Maintain attention and participate actively in collaborative conversations, staying on topic an initiating and responding to comments
SL7	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
SL8	Speak audibly and fluently with an increasing command of standard English
SL9	Participate in discussions, presentations, performances, role play, improvisations and debates
SL10	Gain, maintain and monitor the interest of the listener
SL11	Consider and evaluate different viewpoints, attending to and building on the contributions of others
SL12	Select and use appropriate registers for effective communication

	National Curriculum Statutory Requirements YEAR 5/6 Writing Composition
	Pupils should be taught to plan their writing by:
WC1	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
WC2	Noting and developing initial ideas drawing on reading and research where necessary
WC3	In writing narratives, considering how authors have developed characters and setting in what pupils have read, listened to or seen performed
	Draft and write by:
WC4	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
WC5	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
WC6	Précising longer passages
WC7	Using a wide range of devices to build cohesion within and across paragraphs
WC8	Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
	Evaluate and edit by
WC9	Assessing the effectiveness of their own and others' writing
WC10	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarifying meaning
WC11	Ensuring the consistent and correct use of tense throughout a piece of writing
WC12	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
WC13	Proof-read for spelling and punctuation errors
WC14	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

	YEAR 5 Grammar, Vocabulary and Punctuation
Word	<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) • Verb prefixes (e.g. dis-, de-, mis-, over- and re-)
Sentence	<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)
Text	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph (for example, then, after that, this, firstly) • Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)
Punctuation	<ul style="list-style-type: none"> • 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

Year 5 Spellings

Autumn 1

Week 1 Words with endings that sound like /shuhs/ spelt with -cious	Week 2 Words with endings that sound like /shuhs/ spelt with -tious or -ious	Week 3 Words with the short vowel sound /i/ spelt with y	Week 4 Words with the long vowel sound /i/ spelt with y	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones
vicious	ambitious	symbol	apply	past	farther
gracious	cautious	mystery	supply	passed	father
spacious	fictitious	lyrics	identify	proceed	guessed
malicious	infectious	oxygen	occupy	precede	guest
precious	nutritious	symptom	multiply	aisle	heard
conscious	contentious	physical	rhyme	isle	herd
delicious	superstitious	system	cycle	aloud	led
suspicious	pretentious	typical	python	allowed	lead
atrocious	anxious	crystal	hygiene	affect	mourning
ferocious	obnoxious	rhythm	hyphen	effect	morning

Autumn 2

Week 1 Words with 'silent' letters	Week 2 Words with 'silent' letters	Week 3 Modal verbs	Week 4 Words ending in 'ment'	Week 5 Adverbs of possibility and frequency	Week 6 Statutory Spelling Challenge Words
doubt	wrestle	can	equipment	certainly	vegetable
lamb	wrapper	could	environment	definitely	vehicle
debt	island	may	government	possibly	bruise
thumb	aisle	might	parliament	perhaps	soldier
solemn	debris	must	enjoyment	probably	stomach
autumn	mortgage	shall	document	frequently	recommend
column	Christmas	should	management	often	leisure
knight	yacht	will	movement	occasionally	privilege
knuckle	guarantee	would	replacement	rarely	occur
knot	guilty	ought	statement	always	neighbour

Spring 1

Week 1 Words with an /or/ sound spelt 'or'	Week 2 Words with /or/ sound spelt 'au'	Week 3 Convert nouns or adjectives into verbs using the suffix -ate	Week 4 Convert nouns or adjectives into verbs using the suffix -ise	Week 5 Convert nouns or adjectives into verbs using the suffix -ify	Week 6 Convert nouns or adjectives into verbs using the suffix -en
forty	pause	pollinate	criticise	amplify	blacken
scorch	cause	captivate	advertise	solidify	brighten
absorb	sauce	activate	capitalise	signify	flatten
decorate	fraud	motivate	finalise	falsify	lengthen
afford	launch	communicate	equalise	glorify	mistaken
enormous	author	medicate	fertilise	notify	straighten
category	August	elasticate	terrorise	testify	shorten
tornado	applaud	hyphenate	socialise	purify	thicken
according	astronaut	alienate	visualise	intensify	tighten
opportunity	restaurant	validate	vandalise	classify	toughen

Spring 2

Week 1 Creating nouns using -ity suffix	Week 2 Creating nouns using -ness suffix	Week 3 Creating nouns using -ship suffix	Week 4 Homophones & Near Homophones	Week 5 Homophones & Near Homophones	Week 6 Homophones & Near Homophones
community	happiness	membership	stationary	alter	principal
curiosity	hardness	ownership	stationery	altar	principle
ability	madness	partnership	steal	ascent	profit
visibility	nastiness	dictatorship	steel	assent	prophet
captivity	silliness	championship	wary	bridal	descent
activity	tidiness	craftsmanship	weary	bridle	dissent
eternity	childishness	fellowship	who's	cereal	desert
flexibility	willingness	apprenticeship	whose	serial	dessert
possibility	carelessness	citizenship	fate	compliment	draft
sensitivity	foolishness	sponsorship	fete	complement	draught

Summer 1

Week 1 Unstressed vowels in polysyllabic words	Week 2 Adding verb prefixes de- and re-	Week 3 Adding verb prefix over-	Week 4 Convert nouns or verbs into adjectives using suffix -ful	Week 5 Convert nouns or verbs into adjectives using suffix -ive	Week 6 Convert nouns or verbs into adjectives using suffix -al
definite	deflate	overthrow	boastful	attractive	musical
desperate	deform	overturn	faithful	creative	political
literate	decode	overslept	doubtful	addictive	accidental
secretary	decompose	overcook	fearful	assertive	mathematical
stationary	defuse	overreact	thankful	abusive	functional
dictionary	recycle	overtired	beautiful	cooperative	tropical
Wednesday	rebuild	overcoat	pitiful	exhaustive	bridal
familiar	rewrite	overpaid	plentiful	appreciative	central
original	replace	overlook	fanciful	offensive	global
animal	revisit	overbalance	merciful	expressive	industrial

Summer 2

Week 1 Words containing the letter string 'ough'	Week 2 Words containing the letter string 'ough'	Week 3 Adverbials of time	Week 4 Adverbials of place	Week 5 Words with an /ear/ sound spelt 'ere'	Week 6 Statutory Spelling Challenge Words
though	plough	yesterday	nearby	sincere	amateur
although	bough	tomorrow	everywhere	interfere	ancient
dough	drought	later	nowhere	sphere	bargain
doughnut	brought	immediately	inside	adhere	muscle
through	bought	earlier	downstairs	severe	queue
cough	wrought	eventually	outside	persevere	recognise
trough	thought	recently	upstairs	atmosphere	twelfth
rough	ought	previously	underneath	mere	profession
tough	borough	finally	behind	hemisphere	develop
enough	thorough	lately	somewhere	austere	harass