

English Curriculum Overview - Year 5 2025-2026

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	<p>Fiction: To entertain Character descriptions</p> <p>Non-Fiction: To inform Non-Chronological report (Webpage)</p>	<p>Fiction: To entertain Fantasy Stories</p> <p>Non-Fiction: To persuade Formal, persuasive letter</p> <p>Poetry Spooky Poems (free-verse)</p>	<p>Fiction: To entertain Adventure Stories</p> <p>Non-Fiction: To inform Instructional writing</p>	<p>Fiction: To entertain Viking Sagas</p> <p>Non-Fiction: To inform Autobiographies</p> <p>Poetry The Highwayman/ The Raven (Narrative poetry)</p>	<p>Fiction: To entertain Survival Stories</p> <p>Non-Fiction: To inform News blog</p>	<p>Fiction: To entertain Journey stories</p> <p>Non-Fiction: To discuss Balanced Argument</p> <p>Poetry The Jabberwocky (Classic Poetry)</p>
Class Texts	War Horse	Polar Express A Galaxy of her Own: Amazing Stories of Women in Space	How to train your dragon	The Saga of Erik the Viking	Survivors (NF) Explorer (F)	Journey to the River Sea

<p>Autumn 1</p> <p>Fiction: Character descriptions</p> <p>Stimulus: War Horse</p> <p>Purpose: To entertain</p> <p>Audience: Children</p> <p>Form: Narrative</p>	<p>Autumn 1</p> <p>Non-Fiction: Non-Chronological Report (Webpage)</p> <p>Stimulus: War Horse</p> <p>Purpose: To inform</p> <p>Audience: People wanting to learn about the jobs of animals involved during WW1</p> <p>Form: Non-Chronological Report (Webpage)</p>	<p>Autumn 2</p> <p>Fiction: Fantasy Stories</p> <p>Stimulus: Polar Express</p> <p>Purpose: To entertain</p> <p>Audience: Children</p> <p>Form: Narrative</p>	<p>Autumn 2</p> <p>Non-Fiction: Formal, Persuasive letter</p> <p>Stimulus: Polar Express – writing a letter from the train conductor to their manager</p> <p>Purpose: To persuade</p> <p>Audience: The Train Conductor ‘s manager</p> <p>Form: Formal, persuasive letter</p>
		<p>Recap Writing Task: Non-Chron Report (web page)</p>	<p>Recap Writing Task: Character description</p>

<p>Spring 1</p> <p>Fiction: Adventure Stories</p> <p>Stimulus: How to train your dragon</p> <p>Purpose: To entertain</p> <p>Audience: Children</p> <p>Form: Narrative</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Recap Writing Task:</p> <p>Formal, persuasive letter</p> </div>	<p>Spring 1</p> <p>Non-Fiction: Instructional Writing</p> <p>Stimulus: How to train your dragon</p> <p>Purpose: To inform</p> <p>Audience: People that want to learn about how to train a dragon</p> <p>Form: Instructions</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Recap Writing Task:</p> <p>Fantasy stories</p> </div>	<p>Spring 2</p> <p>Fiction: Viking Sagas</p> <p>Stimulus: The Saga of Erik the Viking</p> <p>Purpose: To entertain</p> <p>Audience: Children</p> <p>Form: Narrative</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Recap Writing Task:</p> <p>Instructions</p> </div>	<p>Spring 2</p> <p>Non-Fiction: Autobiographies</p> <p>Stimulus: Vikings (History link)</p> <p>Purpose: To inform</p> <p>Audience: People wanting to read about the experience and life of a Viking (Alfred the Great)</p> <p>Form: Autobiography</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Recap Writing Task:</p> <p>Adventure stories</p> </div>
<p>Summer 1</p> <p>Fiction: Survival Stories</p> <p>Stimulus: Survivors</p> <p>Purpose: To entertain</p> <p>Audience: Older children</p> <p>Form: Narrative</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Recap Writing Task:</p> <p>Autobiographies</p> </div>	<p>Summer 1</p> <p>Non-Fiction: News blog</p> <p>Stimulus: Survivors</p> <p>Purpose: To Inform</p> <p>Audience: People interested in reading a news report about a survival news story</p> <p>Form: News blog (online)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Recap Writing Task:</p> <p>Viking Sagas</p> </div>	<p>Summer 2</p> <p>Fiction: Journey stories</p> <p>Stimulus: Journey to the River Sea</p> <p>Purpose: To entertain</p> <p>Audience: Children</p> <p>Form: Narrative</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Recap Writing Task:</p> <p>News Blog</p> </div>	<p>Summer 2</p> <p>Non-Fiction: Balanced Argument</p> <p>Stimulus: Journey to the River Sea (debating whether children would rather live at home or live somewhere exotic)</p> <p>Purpose: To discuss</p> <p>Audience: KS2 children</p> <p>Form: Balanced Argument</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Recap Writing Task:</p> <p>Survival stories</p> </div>

<h2 style="text-align: center;">Year 5 National Curriculum Objectives</h2>	
<p>Handwriting</p>	<ul style="list-style-type: none"> • I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters. • I can write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.

Composition	<ul style="list-style-type: none"> • I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work. • I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary. • I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films. • I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' () – • I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood. • I can draft and write by summarising longer passages. • I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph. • I can draft and write by 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. • I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions. • I can use different verb forms with consideration for the audience and purpose. • I can give feedback on and improve my own writing and my classmates' writing. • I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer. • I can mark and edit work to have the correct tense throughout. • I can mark and edit work to have the correct subject and verb agreement. • I can read work looking for spelling errors and correct them using a dictionary. • I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose. • I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify. • I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-. • I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun. • I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must. • I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. • I can link 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. • I can use brackets and can also use dashes or commas for the same purpose. • I can use commas to make my writing clear to the reader. • I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity.
Spelling	<ul style="list-style-type: none"> • I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. • I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. • I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance. • I can spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly. • I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough. • I can spell some words with 'silent' letters e.g. knight, psalm, solemn.

	<ul style="list-style-type: none"> • I can spell some more complex words correctly including words that are often misspelt. • I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically. • I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • I can use a thesaurus.
Vocabulary, Grammar and Punctuation (all years)	<ul style="list-style-type: none"> • <u>Year 1</u> Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark. • <u>Year 2</u> Terminology for pupils: noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma. • <u>Year 3</u> Terminology for pupils: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks'). • <u>Year 4</u> Terminology for pupils: determiner pronoun, possessive pronoun adverbial. • <u>Year 5</u> Terminology for pupils: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity. • <u>Year 6</u> Terminology for pupils: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points.