

These objectives are also taught and embedded through daily Guided Reading, Grammar and spelling sessions.

Curriculum 2014 Objectives

		Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1		Summer 2		
		The Lion and the Unicorn	Goodnight Mr Tom		Anne Frank	Rose Blanche		The man who walked between the towers	The Highwayman		Wallace and Gromit	The Piano		The Island	Macbeth		The Spider and The Fly	The Lighthouse
Word Reading	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.	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓
Reading Comprehension	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 and filclips.	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓
	- Reading books that are structured in different ways	✓	✓		✓	✓		✓	✓					✓	✓		✓	

and reading for a range of purposes																			
- Increasing their familiarity with a wide range of books and film clips, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	✓	✓		✓	✓				✓	✓		✓	✓		✓	✓		✓	✓
- 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 ear									✓						✓		✓		
- 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	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	

Transcription	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 in English Appendix 1	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓
	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.	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓
Grammar Year 5	Using expanded noun phrases to convey complicated information concisely	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓
	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	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓		✓	✓

<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech.]</p>	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	
<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</p>	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	
<p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>		✓		✓			✓	✓					✓			✓		
<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p>	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓				✓
<p>Use of the colon to introduce a list and use of semi-colons within lists</p>	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	
<p>Punctuation of bullet points to list information</p>		✓		✓									✓					
<p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	

Composition

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:																	

*Non-Fiction - These genres are also covered through cross-curricular work in Science and Topic**

<i>Instructions</i>															✓			
<i>Discussion texts</i>														✓				
<i>Explanation texts</i>																		
<i>Non-chronological reports</i>				✓			✓											
<i>Recounts</i>																		
<i>Persuasion</i>																		

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Persuasion- Commotion in the ocean, plastic pollution

Explanation – Layers of the ocean, initiatives, How WW2 started, booklet holocaust

Non- chronological report- Climate change

Recounts – visit to London.