

SPS ENGLISH SPINE – YEAR 5

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MAIN FOCUS	HISTORY (BH4) <i>Were the Vikings raiders, traders or settlers?</i>	SCIENCE <i>Earth & Space</i>	HISTORY (BH5) <i>What was life like in Tudor England?</i>	GEOGRAPHY <i>Marvellous Maps</i>	HISTORY <i>What did the Greeks ever do for us?</i>	GEOGRAPHY <i>Trade and economics</i>
BIG QUESTION	<i>Did the Vikings really wear horned helmets?</i>	<i>Why can't we visit all of the planets?</i>	<i>Was Henry VIII a good king?</i>	<i>How did we navigate the world before Sat Nav?</i>	<i>Would we be the same society without the Ancient Greeks?</i>	<i>Why do we need a vote?</i>
TOPIC	RAIDERS & TRADERS	OUT OF THIS WORLD	CHOP & CHANGE	STEAMPUNK STYLE	FASTER, HIGHER, STRONGER	END OF AN ERA
CORE TEXT	How to train your dragon by Cressida Cowell	Jamie Drake Equation by Christopher Edge	Treason by Berlie Doherty	Cogheart by Peter Bunzl	Who Let The Gods Out by Maz Evans	The Accidental Prime Minister by Tom McLaughlin
EXTRA TEXTS	Viking Boy Riddle of the runes	Cosmic Hidden Figures	My Friend Walter The Queen's Fool	Moonlocket Brightstorm	Simply the Quest Greek Myths for Kids	If I Were Prime Minister Ted Rules the World
WRITING PURPOSE & TASKS	WRITING EXPECTATIONS (FIRST WEEK)	WRITING TO INFORM <i>Non-Chronological Report – A New Planet</i> <i>GS MODEL TEXT – Planets Of The Solar System</i> <i>GS UNIT GUIDE (Planets Of The Solar System)</i> <i>Follow Whole Unit Guide</i>	WRITING TO ENTERTAIN <i>Recount – Letter from Will to the family</i> <i>GS MODEL TEXT – A Letter Home from the Front Line</i> <i>GS UNIT GUIDE (Evacuee's Letter)</i> <i>Use this as a basis for the lesson foci but change the theme to 'Will Montague'</i>	WRITING TO INFORM <i>Explanation – Steampunk Machine</i> <i>GS MODEL TEXT – How does the Catercatcher work?</i> <i>GS UNIT GUIDE (The Circulatory System)</i> <i>Use this as a basis for the lesson foci but change the theme to 'Mechanimals'.</i>	WRITING TO ENTERTAIN <i>Character Description – Mythological Creature</i> <i>GS MODELTEXT – Pegasus (Y4)</i>	WRITING TO PERSUADE <i>Persuasive Job Advert – House Captain</i> <i>GS MODEL TEXT – Accidental Prime Minister</i> <i>GS UNIT GUIDE (Visit California)</i> <i>Use this as a basis for the lesson foci but change the theme to 'candidates'.</i>
	PVPG LESSONS		WRITING TO ENTERTAIN <i>Characterising Speech – Anne & Executioner</i> <i>GS MODELTEXT – Anne vs Execution Escort</i> <i>GS UNIT GUIDE (Raysha vs Aashman)</i> <i>Use this as a basis for the lesson foci but change the theme to 'Anne Boleyn vs Execution Escort'.</i>		WRITING TO INFORM <i>Biography – Greek Philosopher</i> <i>GS MODEL TEXT – Archimedes</i>	
		POETRY <i>Tanka Poems (Space theme)</i>		POETRY <i>Renga Poems (Hope and love theme)</i>		POETRY <i>Free Verse Poems</i>
Wider Curriculum Writing Possibilities	Instructions for Dragon Training (English) Recipe for friendship (PSHE)	Explain how day and night occur (Science) Debate – Do presents represent Christmas (RE)	Biography of Henry VIII (History) Online Safety Guidebook (PSHE/Computing)	Retell the Easter Story (RE) Explain water and air resistance (Science)	Scientific Conclusion - Dissolving (Science) Report on Sikh special festivals (RE)	Diary entry for Joe as PM (English) Arguments for/against trading (Geography)

SPS WRITING PROGRESSION – YEAR 5

NC 2014 PROGRESSION

Y5	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	<ul style="list-style-type: none"> ▪ Use further prefixes and suffixes: <ul style="list-style-type: none"> - words from root words using prefixes and suffixes - suffix: adding to words ending in –fer - prefixes: dis-, de-, mis-, over-, re- to convert nouns to verbs. - suffixes: -ate, -ise, -ify to convert nouns into adjectives. ▪ Spell some words with silent letters ▪ Spell words with hyphens. ▪ 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 learned specifically: <ul style="list-style-type: none"> - ough - ible/ibly and able/ably - 'ie', 'ei' and 'cei' words ▪ Use dictionaries to check the spelling and meaning of words ▪ Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary ▪ Use a thesaurus ▪ Apply rules from Spelling Progression – Y5 	<ul style="list-style-type: none"> ▪ Write legibly, fluently and with increasing speed ▪ Choose which shape of a letter to use when given choices and deciding, as part of their personal styles, whether or not to join specific letters ▪ Choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> ▪ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ Note and develop initial ideas, drawing on reading and research ▪ Consider how authors have developed characters and settings ▪ Select appropriate grammar and vocabulary to enhance and clarify meaning ▪ Describe setting, characterisation and atmosphere ▪ Integrate dialogue to convey character and advance the action ▪ Use a wide range of devices to build cohesion within/across paragraphs. ▪ Use further organisational and presentational devices to structure text and guide the reader ▪ Assess the effectiveness of their own and others' writing ▪ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarity meaning ▪ Ensure consistent and correct use of tense throughout a piece of writing ▪ Ensure correct subject and verb agreement ▪ Proofread for spelling and punctuation errors. ▪ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> ▪ Punctuation: <ul style="list-style-type: none"> ○ correct speech punctuation for all speech ○ commas to clarify meaning or avoid ambiguity ○ hyphens to avoid ambiguity ○ brackets, dashes or commas for parenthesis ○ colon to introduce a list or speech in playscripts ○ semi-colons, colons or dashes to mark boundaries between independent clauses. ○ bullet points for a list ○ ellipsis ▪ Formal and informal vocabulary and structures including passive and subjunctive. ▪ Use perfect form of verbs to mark relationships of time and cause. ▪ Use expanded noun phrases to convey complicated information concisely. ▪ Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. ▪ Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. ▪ Use cohesive devices within a paragraph e.g. then, after that, this, firstly. ▪ Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he had seen her before).

SPS PROGRESSION

Y5	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	<p>Phrases/Clauses:</p> <ul style="list-style-type: none"> ▪ Move clauses and phrases around to create different effects. ▪ Use subordinating conjunctions to start sentences. ▪ Use relative clauses used to add detail with and without relative pronoun, using brackets, dashes and commas. ▪ Use drop-in '-ed' clauses e.g. Poor Tom, frightened by the fierce dragon, ran home. ▪ Use a range of phrases to open sentences. <p>Adding detail:</p> <ul style="list-style-type: none"> ▪ Use indefinite pronouns: somebody, something, someone, nobody, nothing, no-one, everything, anything ▪ Use rhetorical questions for effect ▪ Use of stage directions in speech (speech + verb + action_ e.g. "Stop!" he shouted, picking up the stick and running after the thief. ▪ Use colons and semi-colons to punctuate complex lists e.g. They needed lots of items for their trip: a pair of walking boots ; a small camping stove ; several sachets of freeze-dried food ; a mummy-style sleeping bag. <p>Exciting Sentences:</p> <ul style="list-style-type: none"> ▪ 3-ed ~ Emotion , ... ~ Noun, who, which, where ~ -ing , -ed 	<ul style="list-style-type: none"> ▪ Use nouns appropriate to the genre e.g. 'British Expeditionary Force' rather than 'Army' (WW2) ▪ Use verbs appropriate to the genre e.g. 'marched' rather than 'walked' ▪ Use figurative language to make writing more descriptive: <ul style="list-style-type: none"> ▪ metaphor ▪ personification ▪ onomatopoeia ▪ Use adjectives ending in –ed e.g. overwhelmed, astounded, perplexed ▪ Tier 2 Vocabulary – Y5 	<ul style="list-style-type: none"> ▪ Use expanded – ed clause followed by a comma e.g. Frightened of the dark, Tom hid under the bed all night. ▪ Develop fronted prepositional phrases e.g. <ul style="list-style-type: none"> - Somewhere nearby - Within walking distance <p style="text-align: center;">ISPACE</p>	<p>Coordinating:</p> <ul style="list-style-type: none"> ▪ ALL FANBOYS <p>Subordinating:</p> <ul style="list-style-type: none"> ▪ ALL A WHITE BUS <p>Correlative:</p> <ul style="list-style-type: none"> ▪ not only ... but also ▪ so ... as <p>Adverbials of time:</p> <ul style="list-style-type: none"> ▪ e.g. after a while, never before, sometime later 	<p>Simple Future</p> <ul style="list-style-type: none"> ▪ will + root verb ▪ To show something which hasn't yet happened e.g. He will walk to school <p>Modal verbs</p> <ul style="list-style-type: none"> ▪ Used for obligation and advice: must, have to ▪ Used for predictions and inclinations: - will, won't, would, wouldn't ▪ Used for suggestions: - shall, shall not <p>Adverbials for possibility</p> <ul style="list-style-type: none"> ▪ surely, certainly, perhaps, obviously

SPS READING PROGRESSION – Y5

SPS ENGLISH SPINE	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
	How To Train Your Dragon	Paperback – Chapter Book	2017	Historical - Humour	240
	The Jamie Drake Equation	Paperback – Chapter Book	2017	Science Fiction	207
	Treason	Paperback – Chapter Book	2011	Historical - Adventure	272
	Cogheart	Paperback – Chapter Book	2016	Adventure	368
	Who Let The God's Out	Paperback – Chapter Book	2107	Fantasy - Myths	384
	The Accidental Prime Minister	Paperback – Chapter Book	2015	Humour	240
	Poetry Types: Tanka, Renga, Free Verse				

WORD READING:

Y5	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	<ul style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <i>-ate, -ise, -ify, -able, -ible, -ably, -ibly</i> 	<ul style="list-style-type: none"> Accurately read the words on the NC Y5/6 word list: <i>accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, bargain, bruise, community, competition, criticise, curiosity, definite, desperate, develop, dictionary, equip(ped), equipment, especially, excellent, explanation, forty, frequently, identity, immediate, immediately, individual, interrupt, lightning, occupy, occur, opportunity, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, soldier, stomach, suggest, symbol, system, variety, vegetable</i> 	<ul style="list-style-type: none"> Read age-appropriate (Brown) texts at 90+ words per minute Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read Read aloud effortlessly and with expression Reading sounds natural – as if they are speaking Reading Level(s): Book Bands – Brown, Black <p><i>Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading</i></p>

Y5	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying the characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers, giving reasons for their choices 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 	<ul style="list-style-type: none"> Check that the book makes sense to them, discuss their understanding Ask questions to improve their understanding 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 Confidently skim and scan and read before and after to retrieve information 	<ul style="list-style-type: none"> Explore the meaning of words in context Discuss vocabulary used by the author to create effect, including figurative language Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Read 'around the word' and explore its meaning in the broader context of a section or paragraph 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Provide reasoned justifications for their views Predictions supported by relevant evidence from the text Confirm and modify predictions as they read on Give one or two pieces of evidence to support the point they are making Begin to draw evidence from more than one place across a text Use evidence from across larger sections of text Actively generate a variety of questions and adjust questions in light of evidence from the text. 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Begin to make connections between information across the text and include this information in their written summaries 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Adults model use of critical thinking skills that take the discussion deeper and beyond the text

Y5 RESPONSES TO READING

Y5	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	<ul style="list-style-type: none"> ▪ Which book do you prefer out of ...? ▪ Put these books in order of preference ... ▪ Which book would you recommend to your friend? Why? ▪ Which character would you least like to meet? Why? ▪ Who is the most interesting character you have ever come across? ▪ How has the author set this book out differently to other books you have read? ▪ Why do you think the author has chosen this layout? ▪ Why is the poem easy / hard to remember? 	<ul style="list-style-type: none"> ▪ Who ...? ▪ What ...? ▪ When ...? ▪ Where ...? ▪ Why ...? ▪ How ...? ▪ Write down three things you are told about ...? ▪ What was revealed at the beginning / middle / end of the text? ▪ Which paragraph tells us about ...? ▪ Can you give two different reasons why ...? ▪ Which part of the story best describes the setting? ▪ Where in your local area is similar to the setting of this story? 	<ul style="list-style-type: none"> ▪ What do the words ... and ... imply about the character / setting / mood? ▪ Which word tells you ...? ▪ Which key word tells you the most about the character / setting / mood? ▪ Why did the author use ... instead of ...? ▪ The author describes the main character as ... What other word could have been used instead? ▪ What words does the author use to make the reader feel ... in this part of the story? ▪ What do phrases such as ... tell you about ...? ▪ How has the writer made you feel happy / sad / angry / frustrated etc? ▪ Which words in this paragraph do you think are the most important? Why? ▪ What was the effect of the simile in this section of the story? 	<ul style="list-style-type: none"> ▪ Who is telling the story? ▪ Explain what ... suggests about ... ▪ How can you tell that ...? ▪ Why did ... happen? ▪ What evidence is there that ...? ▪ Find and copy a group of words which show that ... ▪ Why do you think that ... felt the way they did? ▪ What does the description tell you about the object? ▪ Why did ... choose to ...? ▪ What conclusions did ... come to? ▪ How do these words make the reader feel ...? ▪ How does this paragraph suggest ...? ▪ How do the descriptions of ... show that they are ...? ▪ What voice might these characters use? ▪ How is ... like someone you know? Do you think they will react in the same way? 	<ul style="list-style-type: none"> ▪ Can you number these events 1-6 in the order that they happened? ▪ Sort the information in these paragraphs. Do any of them deal with the same information? ▪ Which section of the text is written to inform readers that ... ▪ Which is the most important part in these paragraphs? How many times is it mentioned? ▪ What sticks most in your mind about ...? ▪ Can you write a sub-heading for each paragraph? 	<ul style="list-style-type: none"> ▪ Find and copy a phrase that implies that the character / setting / atmosphere is ... ▪ How can you tell that this character would / would not be a character in the story ...? ▪ Find and copy an example of a simile used in the text. ▪ How does the simile ... add meaning? ▪ Do you think the author chose the best chapter headings? What could they have chosen instead? ▪ What alternative sub-headings could you use in this text? ▪ Why has the writer organised the text in this way? ▪ What is the purpose of this text feature? ▪ Is the use of ... effective? ▪ What effect does ... have on the audience? ▪ How are these sections linked?
ANSWER STEMS	<ul style="list-style-type: none"> ▪ I would say ... ▪ My favourite ... is ... due to the fact that ... ▪ In my opinion ... ▪ This is my preferred choice as ... ▪ I would recommend ... to ... because ... 	<ul style="list-style-type: none"> ▪ The answer is ... ▪ This tells me ... ▪ It is important because ... ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<ul style="list-style-type: none"> ▪ This word suggests that ... ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<ul style="list-style-type: none"> ▪ I think ... because ... ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that ... 	<ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves ... 	<ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ... ▪ It would appear that ... ▪ The impression I get is ... because ...
POSSIBLE TASKS	<ul style="list-style-type: none"> ▪ Book Review ▪ Writing answers in thought bubbles ▪ Amazon book reviews ▪ Write a letter to the author ▪ Recommendations to a friend ▪ Drawing favourite book cover ▪ Postcard to a teacher ▪ Poster for the Library 	<ul style="list-style-type: none"> ▪ Draw a timeline of the events in the character's life. Did the events take place in the order in which we are told them? ▪ Create a list of key words from the story to make a glossary for the book ▪ Write instructions for how to do an activity. ▪ Tick each row to say if it is fact or opinion. 	<ul style="list-style-type: none"> ▪ Create a calligram of the mood of the paragraph using synonyms of the words written ▪ Use a thesaurus to find alternative words to the ones used by the author to create atmosphere ▪ Explain what the specific choice of adverb tells us about a character 	<ul style="list-style-type: none"> ▪ Write a telephone conversation between two characters from the story. ▪ Write a letter from one character in the story to another ▪ Draw a bar chart to show the character's emotion in each chapter ▪ Draw a picture to show the turning point in the main character's life 	<ul style="list-style-type: none"> ▪ Make a table / chart to show the information in these paragraphs. ▪ Write a fact file containing the main ideas from the book. ▪ Re-write the story in your own words. ▪ Summarise the whole book in 100 words or less 	<ul style="list-style-type: none"> ▪ Label each part of a non-fiction text. What would happen if ... was missing? ▪ Draw the photo / diagram to go with a non-fiction text. ▪ Rank the text features in order of importance – diamond nine. ▪ Create a quiz about the book using different organisational features.

SPS SPOKEN LANGUAGE PROGRESSION – YEAR 5

Y5	Listen & Respond	Question, Reason, Explain & Discuss	Develop Vocabulary	Performance, Presentation & Evaluation
Objectives	<ul style="list-style-type: none"> ▪ Listen critically to stories, explanations, debates, and presentations. ▪ Identify viewpoints, biases, and reasoning in what is said. ▪ Respond thoughtfully, offering evidence or examples. ▪ Summarise key ideas and make connections across multiple sources. ▪ Adjust responses according to audience, purpose, and context. 	<ul style="list-style-type: none"> ▪ Pose questions to explore complex ideas or viewpoints. ▪ Explain reasoning with supporting evidence or examples. ▪ Compare and contrast ideas, considering different perspectives. ▪ Lead or contribute to group discussions, summarising key points. 	<ul style="list-style-type: none"> ▪ Use subject-specific vocabulary accurately in speaking and writing. ▪ Begin to use technical, formal, and nuanced vocabulary. ▪ Understand shades of meaning between similar words. 	<ul style="list-style-type: none"> ▪ Perform and present work with confidence, clarity, and expression. ▪ Use gesture, intonation, and pace effectively for impact. ▪ Analyse and evaluate performances, considering style, meaning, and audience. ▪ Adapt presentations based on audience and purpose.
Activity ideas	<ul style="list-style-type: none"> ▪ Debate preparation: listen to peers and respond with counterpoints. ▪ Listening to podcasts or news clips and summarising key arguments. ▪ Evaluating different versions of the same story for bias or emphasis. ▪ Writing notes from oral presentations to create a summary. 	<ul style="list-style-type: none"> ▪ Debate/Discussion Circles: Discuss topical issues or story dilemmas with reasoned arguments. ▪ Problem-Solving Challenges: Ask questions to evaluate solutions and explain reasoning. ▪ Critical Listening: Listen to multiple viewpoints and explain which is strongest and why. ▪ Text Analysis: Compare two versions of a story, explain differences and personal opinion. 	<ul style="list-style-type: none"> ▪ Vocabulary in Context: Use new words in oral presentations or written explanations. ▪ Thesaurus Work: Replace overused words with precise alternatives. ▪ Word Detective: Identify and explain new words in challenging texts. ▪ Debates & Persuasive Writing: Use formal and topic-specific vocabulary. 	<ul style="list-style-type: none"> ▪ Debates & Persuasive Speeches: Present arguments to the class. ▪ Poetry or Narrative Performance: Use tone and body language to enhance meaning. ▪ Film or Audio Presentations: Record and review performances for self-evaluation. ▪ Peer Critique Sessions: Discuss effectiveness of content and delivery.
Sentence Stems	<ul style="list-style-type: none"> ▪ “The main argument is ...” ▪ “I think the speaker’s point of view is ... because ...” ▪ “I agree/disagree with this idea because ...” ▪ “I can summarise this as ...” 	<ul style="list-style-type: none"> ▪ “I think the strongest argument is ... because ...” ▪ “I agree/disagree with ... because ...” ▪ “Another viewpoint is ...” ▪ “I conclude that ...” 	<ul style="list-style-type: none"> ▪ “I can use ... instead of ... to make my writing clearer/more precise.” ▪ “The word ... suggests ...” ▪ “In this context, ... means ...” ▪ “This word helps me explain ... in more detail.” 	<ul style="list-style-type: none"> ▪ “I presented ... confidently by ...” ▪ “I used ... to emphasise ...” ▪ “I think ... worked well because ...” ▪ “Next time I could ... to improve ...”