

NAME St Matthews Federation English Curriculum			
Year: Y5	Term: Spring 1		
Reading for enjoyment	<i>The Nowhere Emporium</i>	Purpose of the text	<i>Year 5 Recommended Read</i> <i>Links to writing unit with narrative focus</i> <i>A less familiar author</i> <i>Plot encourages empathy with characters</i> <i>Themes of bullying</i>
Reading	<i>The Nowhere Emporium</i>		
Writing tasks	Setting description Character description Suspense narrative	Assessment	Setting description Suspense narrative
SEND	Word banks Writing frames Tasks broken down into small steps Adult support Use of technology to record ideas Scaffolded sentence examples Visual sentence structure tick sheets provided to the children to enable them to see when they have all the components of the sentence. Phonics sheets, high frequency words and letters available in childrens table box.	Common errors & misconceptions	Suspense Narrative: Children often spend a lot of time building up description and suspense in the first section of a narrative, only for it to tail off as they finish their story off. Overuse of dialogue Incorrect speech punctuation Inconsistent tenses Lack of cohesion between paragraphs and events Setting/character description: Overuse of adjectives when describing Adjectives are not appropriate or concise enough Inconsistent tenses
Key vocabulary	<i>The Nowhere Emporium</i> - <i>emporium, abuzz, hearsay, ironmongers, jostled, intricate</i> Terminology for pupils: expanded noun phrase, fronted adverbial, complex sentences, clause, parenthesis, relative clause, relative pronoun, main clause, subordinate clause.		

Grammar	Re-cap from Year 4: - Recognise and use subordinate and main clauses in sentences - Explore how using simple conjunctions (connectives that connect together ideas within a sentence) e.g. coordinating conjunctions and, but, so, or + subordinating conjunctions because, when, if, that, since, although, even though - Identify and use fronted adverbials e.g. Later that day, ... - Create expanded noun phrases for describing and specification by adding modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to the strict maths teacher with curly hair <u>Year 5:</u> - Recognise and write sentences which include relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) or an omitted relative pronoun - Link ideas across paragraphs using adverbials of time (e.g. later,) place (nearby) and number (secondly) or tense choices (he had seen her before) - Continue to develop use of subordinating conjunctions and identify them - Know that simple sentences can be made longer by adding a phrase - Explore how sentences can be positive or negative - Understand how to accurately précis a longer passage
Punctuation	Re-cap from Year 4: - To use inverted commas and other punctuation to indicate direct speech - e.g. a comma after the reporting clause; end punctuation within inverted commas. Sally asked, "Can we come round later?" - To use commas after fronted adverbials. - To know how conjunctions can be used instead of full stops to create compound and complex sentences. <u>Year 5:</u> - To use commas to clarify meaning or/and avoid ambiguity. - To use brackets for parenthesis. - To begin to explore the effect of using different punctuation for parenthesis (pairs of brackets, pairs of commas, pairs of dashes). - To use inverted commas to mark quotations and direct speech. - To use a singular dash to add an extra thought or piece of information onto the end of a sentence. - To use commas to separate a relative clause.
Spellings	Ee sound spelt y Suffixes after a y Less, ment, ful, ness suffixes

	Ly suffix Tion, sion suffixes prefixes
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