

## Changes to the English Curriculum: Year 5

Note that the new curriculum has Years 5 and 6 combined in one programme of study

### At a glance

How does the new curriculum compare to the Primary Framework (2006)?

What's gone?	What's been added? (To Year 5 & 6)
<ul style="list-style-type: none"> <li>• Specific mention of working in groups</li> <li>• Specific mention of dramatic skills</li> <li>• Creating multi-layered texts</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing poetry for performance</li> <li>• Learning poems by heart</li> <li>• Formal presentations about reading</li> <li>• Précising long passages of writing</li> <li>• Greatly detailed grammar specifics (see sentence structure section below)</li> </ul>

### In detail

This section displays the objectives of the old National Curriculum organised according to the QCA units published from 2000 against the new objectives in the 2014 Primary Curriculum

Red indicates no longer required in Year 5; content now covered in Year Y3/4; green content is new to Year 5

Speaking & Listening	
The National Curriculum objectives for Spoken Language are generic across Key Stages 1 and 2	
tell a story using notes designed to cue techniques, such as repetition, recap and humour	gain, maintain and monitor the interest of the listener(s)
present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language	articulate and justify answers, arguments and opinions
use and explore different question types	ask relevant questions to extend their understanding and knowledge
identify different question types and evaluate impact on audience	
identify some aspects of talk which vary between formal and informal occasions	speak audibly and fluently with an increasing command of Standard English select and use appropriate registers for effective communication
analyse the use of persuasive language	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
plan and manage a group task over time using different levels of planning	No explicit mention of group work
understand different ways to take the lead and support others in groups	No explicit mention of group work
understand the process of decision making	No explicit mention of group work
reflect on how working in role helps to explore complex issues	No explicit mention of group work
perform a scripted scene making use of dramatic conventions	participate in discussions, presentations, performances, roleplay/improvisations and debates
use and recognise the impact of theatrical effects in drama	No specific mention of drama

<b>Reading: Word reading skills &amp; strategies</b>	
use knowledge of words, roots, derivations and spelling patterns to read unknown words	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

<b>Reading: Understanding &amp; Interpreting Texts ; Engaging with reading</b>	
make notes on and use evidence from across a text to explain events or ideas	summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
infer writers' perspectives from what is written and from what is implied	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
compare different types of narrative and information texts and identify how they are structured	reading books that are structured in different ways and reading for a range of purposes identifying how language, structure and presentation contribute to meaning
explore how writers use language for comic and dramatic effects	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
reflect on reading habits and preferences and plan personal reading goals	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 recommending books that they have read to their peers, giving reasons for their choices
compare the usefulness of techniques such as visualisation, prediction, empathy in exploring the meaning of texts	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
compare how a common theme is presented in poetry, prose and other media	identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books
	<b>learning a wider range of poetry by heart</b>
	<b>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</b>
	<b>distinguish between statements of fact and opinion</b>
	<b>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</b>

<b>Writing: Create &amp; Shape Texts; Text Structure &amp; Organisation</b>	
reflect independently and critically on own writing and edit and improve it	Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proofread for spelling and punctuation errors
experiment with different narrative forms and styles to write their own stories	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 -in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
adapt non-narrative forms and styles to write fiction or factual texts, including poems	<b>Not explicitly mentioned</b>
vary pace and develop viewpoint through the use of direct and reported speech, portrayal of action, selection of detail	<b>Implied from Y3/4</b>
create multi-layered texts, including use of hyperlinks, linked web pages	<b>No longer required</b>
experiment with the order of sections and paragraphs to achieve different effects	using a wide range of devices to build cohesion within and across paragraphs
change the order of material within a paragraph, moving the topic sentence	using further organisational and presentational devices to structure text and to guide the reader
	<b>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</b>
	<b>précising longer passages</b>
	<b>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</b>

<b>Writing: Sentence Structures</b>	
adapt sentence construction to different text types, purposes and readers	<b>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</b> <b>using passive verbs to affect the presentation of information in a sentence</b> <b>using the perfect form of verbs to mark relationships of time and cause</b> <b>using expanded noun phrases to convey complicated information concisely</b> <b>using modal verbs or adverbs to indicate degrees of possibility</b> <b>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</b>
punctuate sentences accurately, including use of speech marks and apostrophes	<b>using commas to clarify meaning or avoid ambiguity in writing</b> <b>using hyphens to avoid ambiguity</b> <b>using brackets, dashes or commas to indicate</b>



	<p>parenthesis</p> <p>using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>
	Also see the grammar document: <a href="#">Appendix 2</a>

<b>Writing: Word Structure &amp; Spelling</b>	
spell words containing unstressed vowels and more complex prefixes and suffixes, e.g. <i>im-</i> , <i>ir-</i> , <i>-tion</i> , <i>-cian</i> .	use further prefixes and suffixes and understand the guidance for adding them
group and classify words with regular spelling patterns and their meanings	
	spell some words with 'silent' letters
	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
	use dictionaries to check the spelling and meaning of words
	use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
	use a thesaurus

<b>Writing: Presentation</b>	
adapt handwriting to specific purposes, e.g. printing, use of italics	write legibly , fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
	choosing the writing implement that is best suited for a task
use a range of ICT programmes to present texts	<b>No longer required</b>

