



St. Antony's Catholic Primary School

English Key Performance Indicators Curriculum Map 2024 – 2025



- Follow the discrete grammar curriculum that links with the genre that you are covering.
- Highlight grammar areas, as and covered, you will go back to review and secure.

Year 5

Reading

Comprehension and Understanding

- ✚ Summarises main points of an argument or discussion within their reading and makes up their own mind about an issue/s.
- ✚ Can compare between two texts.
- ✚ Appreciates that people use bias in persuasive writing.
- ✚ Appreciates how two people may have a different view on the same event.
- ✚ 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 ; reading books that are structured in different ways and reading for a range of purposes ; increasing their familiarity with a wide range of books, 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 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.
- ✚ 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 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.

Grammatical Features

Recognise: clauses within sentences

Prediction, inference, and deduction

Draw inferences and justify with evidence from the text.

Word Reading

Apply their growing knowledge of root words, prefixes, and suffixes morphology and etymology.

Intonation and Expression

Research
Uses more than one source when carrying

	Varies voice for direct or indirect speech.	out research. Create set of notes to summarise what has been read.	
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Writing

<p>Sentence & text structure</p> <ul style="list-style-type: none"> + Add phrases to make sentences more precise and detailed. + Use range of sentence openers – judging the impact or effect needed. + Begin to adapt sentence structure to text type. + Use pronouns to avoid repetition. 	<p align="center">Paragraphing</p> <p>Consistently organize into paragraphs. Link ideas across paragraphs using adverbials of time (e.g., later), place (e.g., nearby) and number (e.g., secondly).</p>	<p align="center">Handwriting</p> <p>Following the Nelson Handwriting Scheme</p> <ul style="list-style-type: none"> + Writing in pen. Legible and fluent style., 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
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<p align="center">Writing Transcription</p> <ul style="list-style-type: none"> + Spelling use further prefixes and suffixes and understand how to add them. + Spell further homophones + Spell words that are often misspelt + Place the possessive apostrophe accurately in words with regular plurals for example, girls', boys'] and in words with irregular plurals for example, children's. + Use the first two or three letters of a word to check its spelling in dictionary. + Write from memory simple sentences 	<p align="center">Composition plan their writing</p> <ul style="list-style-type: none"> + Discussing writing like that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. + Discussing and recording ideas draft and write by: Composing and rehearsing sentences orally including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures. + Organising paragraphs around a theme + In narratives, creating settings, characters, and plot. + In non-narrative material, using simple organisational devices for example, headings and sub-headings evaluate and edit by: + Assessing the effectiveness of their own and others' writing and suggesting improvements + Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. + Proof-read for spelling and punctuation errors. + Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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<p align="center">Writing Transcription – Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> + 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, 	<p align="center">Composition</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> + 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,
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- ✚ use dictionaries to check the spelling and meaning of words.
- ✚ use the first three or four letters of a word to check

- 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 assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- ✚ proof-read for spelling and punctuation errors.
- ✚ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Genres to cover in Year 5

Myths and Legends Stories from other cultures and traditions Play script into a story Novels and stories by significant authors Traditional Stories Fables Diaries
 Myths and Legends Narrative poetry Classic poetry Choral performance and Performance poetry Comparative poems Narrative Poems Book journals
 Reviews Formal and informal letters Non chronological report Autobiography and Biography Persuasive Argument Journalistic Writing Instructions Recounts Persuasion
 Letters Commentaries Leaflets Debates

Grammar Punctuation and Spelling Curriculum: Autumn 1 and 2

SPELLING: See Years 5 & 6 Rules and guidance in the National Curriculum Programme of Study.

First 3 Days	Week 1	Week 2 & 3	Week 4 & 5	Week 6
<p>Identify 9-word classes in sentences. (Use a range of resources + CT to model + Pupils to write their own)</p> <p>✚ Focus on Determiners</p> <p>PUNCTUATION</p> <ul style="list-style-type: none"> ✚ Capital letters! ✚ Full stop 	<p>VERBS</p> <ul style="list-style-type: none"> ✚ INFINITIVE ✚ TENSES (PRESENT, PAST, FUTURE) <p>PUNCTUATION</p> <ul style="list-style-type: none"> ✚ commas 	<p>NOUNS</p> <ul style="list-style-type: none"> ✚ COMMON, COLLECTIVE, COUNTABLE, UNCOUNTABLE, ABSTRACT, PROPER ✚ CHANGE NOUNS TO PRONOUNS ✚ GERUNDS ✚ SINGULAR AND PLURAL NOUNS 	<p>SENTENCE STRUCTURE</p> <ul style="list-style-type: none"> ✚ SUBJECT & PREDICATE ✚ SUBJECT + VERB + OBJECT ✚ CLAUSE + PHRASE ✚ Independent & dependent clauses ✚ SUBJECT-VERB AGREEMENT ✚ TRANSITIVE AND INTRANSITIVE <p>(DISCUSS 1ST, 2ND, AND 3RD PERSON)</p>	<p>PHRASES</p> <ul style="list-style-type: none"> ✚ Infinitive phrase ✚ Noun (object) phrase ✚ Adjective ✚ Verb ✚ Preposition ✚ Participle (Yr. 6) ✚ Gerund ✚ Apposition (Yr. 6) <p>CLAUSES</p> <ul style="list-style-type: none"> ✚ Subordinate (noun clause,

		TYPES OF PRONOUNS <ul style="list-style-type: none"> + REFLEXIVE + INTERROGATIVE + DEMONSTRATIVE + INTENSIVE + RELATIVE + INDEFINITE + POSSESSIVE + PERSONAL (SUBJECTIVE & OBJECTIVE) PUNCTUATION <ul style="list-style-type: none"> + Colons + Semi-colons 	PUNCTUATION <ul style="list-style-type: none"> + Dashes + Parentheses 	<ul style="list-style-type: none"> + adverb clause and adjective clause + Coordinate
Week 7	Week 8 & 9	Weeks 10	Week 11	Week 12
Shift in Formality PUNCTUATION <ul style="list-style-type: none"> + Speech marks + Change from direct to indirect speech. + Change from indirect to direct speech 	TYPES OF ADJECTIVES <ul style="list-style-type: none"> + Demonstrative + Possessive + Quantitative + Interrogative + Indefinite + Distributive + Articles + Descriptive adjectives such as positive (base), comparative, superlative (degrees of comparison) Irregular comparative and superlative (e.g. good, better, best / little less least) <ul style="list-style-type: none"> + DISCUSS WORD ORDER WHEN USING MORE THAN ONE ADJECTIVES ALSO ASK: WHERE IN OUR SENTENCES WOULD WE LOOK FOR ADJECTIVES? + DISCUSS ADJECTIVE CLAUSE (RELATIVE CLAUSE) + DESCRIPTIVE TECHNIQUES + Metaphors + Alliterations + Similes 	IRREGULAR VERBS <ul style="list-style-type: none"> + Present tense, simple past tense, past participle AUXILIARY VERBS PUNCTUATION REVIEW <ul style="list-style-type: none"> + Speech marks (inverted commas) + Question mark + Parentheses 	ADVERBS <ul style="list-style-type: none"> + Manner, Frequency, time, Place, Degree + ADVERBIAL PHRASES + FRONTED ADVERBIALS + CONJUNCTIVE ADVERBS 	PREPOSITIONS & PREPOSITIONAL PHRASES PUNCTUATION Exclamation mark

	<ul style="list-style-type: none"> ✚ Onomatopoeia ✚ Personification ✚ Idioms ✚ Hyperbole (HAGs) ✚ Pathetic fallacy (HAGs) ✚ Oxymoron (HAGs) ✚ Emotive language ✚ Groups of three <p>PUNCTUATION REVIEW</p> <ul style="list-style-type: none"> ✚ Semi-colon ✚ Colon 			
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Year 5

Grammar Punctuation and Spelling Curriculum : Spring 1 and 2 Review and Secure

Weeks 1 & 2	Week 3	Week 4	Week 5	Week 6
Week 7	Week 8	Week 9 & 10	Week 11	Week 12

Year 5

Grammar Punctuation and Spelling Curriculum : Summer

Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7 & 8	Weeks 9 & 10