



Year 5 – Autumn Term 1

Week 1	Week 2	Week 3
<p>Objectives: (Revision) To understand the terminology ‘noun’, ‘verb’, ‘conjunction’, ‘pronoun’, ‘adverb’, ‘preposition’ and ‘determiner’. To identify nouns, verbs, conjunctions, pronouns, adverbs and determiners. To use nouns, verbs, conjunctions, pronouns, adverbs and determiners appropriately in writing.</p>	<p>1) Objectives: To understand the difference between a phrase and a clause and how they are used. To identify main clauses and subordinate clauses.</p> <p>2) Objective: To spell words containing the letter string ‘ough’, recognising that it is used to spell different sounds.</p>	<p>Objectives: To understand and use the terminology ‘modal verb’. To indicate degrees of possibility using modal verbs.</p>
<p>Success criteria: I can explain what nouns, verbs, conjunctions, pronouns, adverbs and determiners are. I can identify nouns, verbs, conjunctions, pronouns, adverbs and determiners. I can choose the most effective nouns, verbs, conjunctions, pronouns, adverbs and determiners to use in my own writing.</p>	<p>1) Success criteria: I can explain what a phrase is and how it is used in a sentence. I can explain what a clause is and how it is used in a sentence. I can identify main clauses and subordinate clauses.</p> <p>2) Success criteria: I can spell words containing the letter string ‘ough’, recognising that it is used to spell different sounds.</p>	<p>Success criteria: I can explain what a modal verb is and give examples. I can identify modal verbs. I can use modal verbs in my writing to express the degree of possibility.</p>
<p>Teacher’s Guide: Unit 1 p6–7</p>	<p>1) Teacher’s Guide: Unit 3 p10–11 2) Teacher’s Guide: Unit 17 p38–39</p>	<p>Teacher’s Guide: Unit 2 p8–9</p>
<p>Grammar and Punctuation Pupil Book: Unit 1 p4–7</p>	<p>1) Grammar and Punctuation Pupil Book: Unit 2 p8–9 2) Spelling and Vocabulary Pupil Book: Unit 10 p14–15</p>	<p>Grammar and Punctuation Pupil Book: Unit 5 p14–15</p>



Interactive activity: Word classes		Interactive activity: Modal verbs
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Year 5 – Autumn Term 1

Week 4	Week 5	Week 6
<p>Objective: To convert nouns or adjectives into verbs using suffixes <i>-ate</i>, <i>-ise</i>, <i>-ify</i> and <i>-en</i>.</p>	<p>1) Objective: To use commas to clarify meaning or avoid ambiguity.</p> <p>2) Objective: To understand how to spell words with the 'ai' sound spelled <i>ei</i>, <i>eigh</i> and <i>ey</i>.</p>	<p>Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 5'</p> <p>Content: Determiners, commas to clarify meaning, nouns, modal verbs, subordinating conjunctions, word families, full stops, prepositions, pronouns, adverbials, question marks, suffixes, adjectives, commas in lists, present and past progressive form, inverted commas, nouns/verbs/adjectives, tense agreement, apostrophes.</p>
<p>Success criteria: I can use the rules for changing nouns or adjectives into verbs using the suffixes <i>-ate</i>, <i>-ise</i>, <i>-ify</i> and <i>-en</i>.</p>	<p>1) Success criteria: I can identify where a comma is needed in a sentence and explain why.</p> <p>2) Success criteria:</p>	

	I recognise that the spellings <i>ei</i> , <i>igh</i> and <i>ey</i> all make the 'ai' sound. I can spell words with the spelling patterns <i>ei</i> , <i>igh</i> and <i>ey</i> .	
Teacher's Guide: Unit 11 p26–27	1) Teacher's Guide: Unit 14 p32–33 2) Teacher's Guide: n/a	Grammar, Punctuation and Spelling Progress Tests – Year 5: Autumn test 1 p9
Grammar and Punctuation Pupil Book: Unit 15 p34–35	1) Grammar and Punctuation Pupil Book: Unit 18 p40–41 2) Spelling and Vocabulary Pupil Book: Unit 1 p4	
	1) Interactive activity: Punctuation	



Year 5 – Autumn Term 2

Week 1	Week 2	Week 3
<p>Objectives: To recognise that paragraphs are used to indicate shifts in time, place or character in fiction, as well as for different themes, subjects or topics in non-fiction. To use devices to build cohesion across paragraphs. To link ideas across paragraphs using adverbials of time, place and number, or tense choices.</p>	<p>Objectives: To understand how to use and spell the verb prefixes <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, <i>re-</i> and <i>pre-</i>. To understand how these prefixes modify the meaning of the verb.</p>	<p>Objectives: To use brackets, dashes or commas to indicate parenthesis. To know the terminology ‘parenthesis’, ‘bracket’ and ‘dash’.</p> <p>(This objective is also taught in Week 4 – use the Teacher’s Guide to introduce and then the two activities in the Grammar and Punctuation Pupil Book as appropriate over the two weeks.)</p>
<p>Success criteria: I can identify the use of adverbials of time, place and number to link ideas across paragraphs. I can build cohesion across paragraphs, by using, e.g., <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>. I can identify the use of tense choices to link ideas across paragraphs.</p>	<p>Success criteria: I can use and spell the verb prefixes <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, <i>re-</i> and <i>pre-</i>. I can explain how the meaning of the verb has changed when one of these prefixes is added.</p>	<p>Success criteria: I can identify brackets, commas and dashes that have been used show extra information (parenthesis). I can choose when to use brackets, commas or dashes to show parenthesis.</p>
<p>Teacher’s Guide: Unit 6 p16–17</p>	<p>Teacher’s Guide: Unit 12 p28–29</p>	<p>Teacher’s Guide: Unit 13 p30–31</p>
<p>Grammar and Punctuation Pupil Book: Units 8–9 p20–23</p>	<p>Grammar and Punctuation Pupil Book: Unit 16 p36–37</p>	<p>Grammar and Punctuation Pupil Book: Unit 17 p38–39 (brackets) Unit 19 p42–43 (dashes)</p>
		<p>Interactive activity: Brackets, dashes and commas/Interactive activity: Single dashes</p>



Year 5 – Autumn Term 2

Week 4	Week 5	Week 6
<p>1) Objectives: To use brackets, dashes or commas to indicate parenthesis. To know the terminology ‘parenthesis’, ‘bracket’ and ‘dash’.</p> <p>(Continued from Week 3)</p> <p>2) Objective: (Revision) To understand how to spell words with the <i>i</i> sound (as in ‘pin’), spelled ‘y’, other than at the end of words.</p>	<p>Objectives: To understand that antonyms are words that mean the opposite. To understand how to make antonyms using prefixes and suffixes.</p>	<p>Assessment Task: Rising Stars ‘Grammar, Punctuation and Spelling Progress Tests – Year 5’</p> <p>Content: Relative clauses, prefixes, modal verbs, verbs, exclamation marks, co-ordinating conjunctions, suffixes, punctuation for parenthesis, adjectives, present and past progressive form, inverted commas, subordinating conjunctions, statements/questions/commands, apostrophes, determiners, prepositions, question marks, relative clauses, synonyms and antonyms.</p>
<p>1) Success criteria: I can identify brackets, commas and dashes which have been used to show extra information (parenthesis). I can choose when to use brackets, commas or dashes to show parenthesis.</p> <p>2) Success criteria: I can spell words which have ‘y’ somewhere other than at the end of a word, which makes the <i>i</i> sound (as in ‘pin’).</p>	<p>Success criteria: I know what an antonym is and I can give some examples. I can make antonyms using some prefixes and suffixes.</p>	
<p>1) Teacher’s Guide: Unit 13 p30–31 2) Teacher’s Guide: n/a</p>	<p>Teacher’s Guide: Unit 26 p56–57</p>	<p>Grammar, Punctuation and Spelling Progress Tests – Year 5: Autumn test 2 p18</p>
<p>1) Grammar and Punctuation Pupil Book: Unit 17 p38–39 (brackets) Unit 19 p42–43 (dashes)</p>	<p>Spelling and Vocabulary Pupil Book: Unit 23 p41–42</p>	



2) Spelling and Vocabulary Pupil Book: Unit 2 p5		
1) Interactive activity: Brackets, dashes and commas/ Interactive activity: Single dashes	Interactive activity: Building a description	

Year 5 – Spring Term 1

Week 1	Week 2	Week 3
<p>1) Objective: To use relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun.</p> <p>(Link with Spring Term 1, Week 2)</p> <p>2) Objective: (Revision) To spell words with the <i>u</i> sound spelled 'ou'.</p>	<p>Objectives: To know the terminology 'relative pronoun'. To understand how relative pronouns work within a relative clause.</p>	<p>Objective: To use the present perfect form and past perfect tense of verbs.</p>
<p>1) Success criteria: I can recognise relative clauses. I can use relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun.</p> <p>2) Success criteria:</p>	<p>Success criteria: I can recognise relative clauses. I can use relative clauses beginning with <i>who, which, where, when, whose, that</i> or an omitted relative pronoun. I understand how relative pronouns work within a relative clause.</p>	<p>Success criteria: I can identify verbs in the present perfect form and past perfect tense. I can make the present perfect form using <i>have/has</i>. I can make the past perfect tense using <i>had</i>.</p>

I can spell words with the <i>u</i> sound spelled 'ou'.		
1) Teacher's Guide: n/a 2) Teacher's Guide: n/a	Teacher's Guide: Unit 5 p14–15	Teacher's Guide: Unit 8 p20–21
1) Grammar and Punctuation Pupil Book: Unit 3 p10–11 2) Spelling and Vocabulary Pupil Book: Unit 3 p6	Grammar and Punctuation Pupil Book: Unit 7 p18–19	Grammar and Punctuation Pupil Book: Units 11 and 12 p26–29



Year 5 – Spring Term 1

Week 4	Week 5	Week 6
<p>1) Objective: To indicate degrees of possibility using adverbs.</p> <p>2) Objective: (Revision) To spell words with the <i>g</i> sound spelled 'gue' and the <i>k</i> sound spelled 'que'.</p>	<p>Objective: To spell words with silent letters – letters which are not sounded in a word's pronunciation.</p>	<p>Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 5'</p> <p>Content: Tense agreement, apostrophes, adverbs, single dashes, full stops/question marks, relative clauses, adverbials, subordinating conjunctions, modal verbs, determiners, commas to clarify meaning, subordinate clauses, capital letters, word families, prefixes, pronouns, inverted commas.</p>
<p>1) Success criteria: I can identify adverbs of possibility. I can use adverbs in my writing to express the degree of possibility.</p> <p>2) Success criteria: I can spell words with the <i>g</i> sound spelled 'gue'. I can spell words with the <i>k</i> sound spelled 'que'.</p>	<p>Success criteria: I can spell words with silent letters.</p>	
<p>1) Teacher's Guide: n/a 2) Teacher's Guide: n/a</p>	<p>Teacher's Guide: Unit 20 p44–45</p>	<p>Grammar, Punctuation and Spelling Progress Tests – Year 5: Spring test 1 p27</p>
<p>1) Grammar and Punctuation Pupil Book: Unit 4 p12–13 2) Spelling and Vocabulary Pupil Book: Units 4–5 p7–8</p>	<p>Spelling and Vocabulary Pupil Book: Unit 14 p23–24</p>	
	<p>Interactive activity: Silent letters</p>	



Year 5 – Spring Term 2

Week 1	Week 2	Week 3
<p>Objective: To understand that a singular subject takes a singular verb and a plural subject takes a plural verb.</p>	<p>Objective: To understand and use the rules for adding the suffixes <i>-cious and -tious</i>.</p> <p>(This objective is covered in the Teacher’s Guide with the Week 3 objective, suffixes <i>-cial and -tial</i>. Some of the ‘possible teaching steps’ could be used first and then the relevant unit from the Spelling and Vocabulary Pupil Book used for each week. The Teacher’s Guide photocopiable p41 could be used for consolidation.)</p>	<p>Objective: To understand and use the rules for adding the suffixes <i>-cial and -tial</i>.</p>
<p>Success criteria: I can identify correct subject and verb agreement. I can check that I am using correct subject and verb agreement.</p>	<p>Success criteria: I can use the rules for adding the suffixes <i>-cious and -tious</i>.</p>	<p>Success criteria: I can use the rules for adding the suffixes <i>-cial and -tial</i>.</p>
<p>Teacher’s Guide: Unit 9 p22–23</p>	<p>Teacher’s Guide: Unit 18 p40–41</p>	<p>Teacher’s Guide: Unit 18 p40–41</p>
<p>Grammar and Punctuation Pupil Book: Unit 13 p30–31</p>	<p>Spelling and Vocabulary Pupil Book: Unit 11 p16–17</p>	<p>Spelling and Vocabulary Pupil Book: Unit 12 p18–19</p>
	<p>Interactive activity: Suffixes</p>	<p>Interactive activity: Suffixes</p>



Year 5 – Spring Term 2

Week 4	Week 5	Week 6
<p>1) Objectives: (Revision) To use expanded noun phrases for description and specification. To expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>2) Objective: To use the rules for using double letters when spelling.</p>	<p>1) Objectives: (Revision) To understand that apostrophes are used to mark where letters are missing in spelling (contraction/omission). To use apostrophes to mark singular and plural possession in nouns.</p> <p>2) Objective: (Revision) To spell words with the <i>sh</i> sound spelled 'ch'.</p>	<p>Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 5'</p> <p>Content: Verbs, commas to clarify meaning, single dashes, prefixes, prepositions, nouns, suffixes, relative pronouns, commas in lists, subordinate clauses, subordinating conjunctions, question marks, modal verbs, tense agreement, adverbials, exclamation marks.</p>
<p>1) Success criteria: I can identify an expanded noun phrase in a sentence. I can add appropriate adjectives to a noun. I can give more information to explain <i>which</i> noun I am writing about. I can add a preposition phrase to a noun to make an expanded noun phrase.</p> <p>2) Success criteria: I can use the rules for using double letters when spelling.</p>	<p>1) Success criteria: I can identify where an apostrophe has been used to show that letters are missing. I can identify where an apostrophe has been used to show singular or plural possession.</p> <p>2) Success criteria: I can spell words with the <i>sh</i> sound spelled 'ch'.</p>	
<p>1) Teacher's Guide: Unit 4 p12–13 2) Teacher's Guide: Unit 21 p46–47</p>	<p>1) Teacher's Guide: Unit 16 p36–37 2) Teacher's Guide: n/a</p>	<p>Grammar, Punctuation and Spelling Progress Tests – Year 5: Spring test 2 p36</p>
<p>1) Grammar and Punctuation Pupil book: Unit 6 p16–17</p>	<p>1) Pupil book: n/a 2) Spelling and Vocabulary Pupil Book: Unit 6 p9</p>	



2) Spelling and Vocabulary Pupil Book: Unit 15 p25–26		
1) Interactive activity: Expanded noun phrases	1) Interactive activity: Apostrophes	

Year 5 – Summer Term 1

Week 1	Week 2	Week 3
<p>1) Objective: To understand how to make the choice between the personal pronouns 'I' and 'me'.</p> <p>2) Objective: To spell and know the meanings of homophones and other words which are often confused.</p>	<p>Objective: To understand and use the rules for adding the suffixes <i>-able</i> and <i>-ible</i>.</p>	<p>1) Objectives: To use a hyphen to join some prefixes to root words. To use a hyphen to join two or more words together in order to avoid confusion over meaning.</p> <p>2) Objective: To spell words with the s sound spelled 'sc'.</p>
<p>1) Success criteria: I can identify the correct choice of the personal pronouns 'I' and 'me'. I can make the correct choice between the personal pronouns 'I' and 'me'.</p> <p>2) Success criteria:</p>	<p>Success criteria: I can use the rules for adding the suffixes <i>-able</i> and <i>-ible</i>.</p>	<p>1) Success criteria: I can use a hyphen to join some prefixes to root words. I can use a hyphen to join two or more words together in order to avoid confusion over meaning.</p> <p>2) Success criteria:</p>

I can spell and know the meanings of homophones and other words which are often confused.		I can spell words with the s sound spelled 'sc'.
1) Teacher's Guide: Unit 10 p24–25 2) Teacher's Guide: n/a	Teacher's Guide: Unit 19 p42–43	1) Teacher's Guide: Unit 15 p34–35 2) Teacher's Guide: n/a
1) Pupil book: n/a 2) Spelling and Vocabulary Pupil Book: Unit 16 p27–28	Spelling and Vocabulary Pupil Book: Unit 13 p21–22	1) Pupil Book: n/a 2) Spelling and Vocabulary Pupil Book: Unit 7 p10
1) Interactive activity: I and me	Interactive activity: Suffixes	



Year 5 – Summer Term 1

Week 4	Week 5	Week 6
<p>1) Objectives: To spell words on the Year 5 and 6 word list and understand what they mean. To use the rules that I have been learning to help me to spell unfamiliar words.</p> <p>(This objective will have been ongoing throughout the year, and the Skills Builders units can be used to consolidate this work.)</p>	<p>Objectives: (Revision) To recognise and use adverbs, adverbials and fronted adverbials to give more information about a verb. To use a comma after a fronted adverbial.</p>	<p>Assessment Task: Rising Stars ‘Grammar, Punctuation and Spelling Progress Tests – Year 5’</p> <p>Content: Commas in lists, prefixes, tense agreement, commas after fronted adverbials, prepositions, suffixes, adjectives, subordinating conjunctions, synonyms and antonyms, inverted commas, present and past progressive form, pronouns, apostrophes, relative clauses, determiners, capital letters, punctuation for parenthesis, modal verbs.</p>
<p>Success criteria: I can spell some words on the Year 5 and 6 word list and can explain what they mean. I can spell most words on the Year 5 and 6 word list and can explain what they mean. I can use the rules that I have been learning to help me to spell unfamiliar words.</p>	<p>Success criteria: I can identify adverbs, adverbials and fronted adverbials. I can use adverbs, adverbials and fronted adverbials. I know that a comma is needed after a fronted adverbial.</p>	
<p>Teacher’s Guide: Unit 23 p50–51</p>	<p>Teacher’s Guide: Unit 7 p18–19</p>	<p>Grammar, Punctuation and Spelling Progress Tests – Year 5: Summer test 1 p45</p>
<p>Spelling and Vocabulary Pupil Book: Unit 20 p35–36</p>	<p>Grammar and Punctuation Pupil Book: Unit 10 p24–25</p>	
<p>Interactive activity: Spelling</p>		



Year 5 – Summer Term 2

Week 1	Week 2	Week 3
<p>Objectives: (Revision) To know the term 'word family'. To identify and use words which belong to the same family. To explore the different word classes in one word family.</p>	<p>Objectives: (Revision) To understand and use the rules for adding a range of prefixes to the beginning of words. To understand and use the rules for adding a range of suffixes to the end of words.</p> <p>(This consolidates objectives previously covered.)</p>	<p>Objectives: To understand what an idiom is and how they are used in informal speech and language. To explore a range of idioms.</p>
<p>Success criteria: I can identify the root words of words which belong to the same family. I can make new words by adding prefixes and suffixes to a root word.</p>	<p>Success criteria: I can use the rules for adding a range of prefixes to the beginning of words. I can use the rules for adding a range of suffixes to the end of words.</p>	<p>Success criteria: I understand what an idiom is and how they are used in informal speech and language. I can collect some examples of idioms and explain what they mean.</p>
<p>Teacher's Guide: n/a</p>	<p>Teacher's Guide: Unit 22 p48–49</p>	<p>Teacher's Guide: Unit 25 p54–55</p>
<p>Spelling and Vocabulary Pupil Book: Unit 19 p33–34</p>	<p>Spelling and Vocabulary Pupil Book: Unit 17 p29–30</p>	<p>Spelling and Vocabulary Pupil Book: Unit 22 p39–40</p>
		<p>Interactive activity: Building a description</p>



Year 5 – Summer Term 2

Week 4	Week 5	Week 6
<p>Objectives: To use a dictionary to check the spelling and meanings of words. To use the first three or four letters of a word to locate it in a dictionary. To use a thesaurus to extend vocabulary. To use synonyms found in a thesaurus as part of the editing and improving process in writing.</p> <p>(These objectives will have been ongoing throughout the year, and the Skills Builders units can be used to consolidate this work.)</p>	<p>Objectives: To use context clues to work out the meaning of an unfamiliar word.</p>	<p>Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 5'</p> <p>Content: Suffixes, capital letters, subordinating conjunctions, apostrophes, commas in lists, verbs, determiners, subordinate clauses, adverbials, punctuation for parenthesis, modal verbs, nouns, subject-verb agreement, present and past progressive form, prefixes, single dashes, synonyms and antonyms, relative clauses.</p>
<p>Success criteria: I can use a dictionary to check the spelling and meanings of words. I can use the first three or four letters of a word to locate it in a dictionary. I can use synonyms found in a thesaurus to help me to edit and improve my writing.</p>	<p>Success criteria: I can use context clues to work out the meaning of an unfamiliar word.</p>	
<p>Teacher's Guide: Unit 24 p52–53</p>	<p>Teacher's Guide: n/a</p>	<p>Grammar, Punctuation and Spelling Progress Tests – Year 5: Summer test 2 p54</p>
<p>Spelling and Vocabulary Pupil Book: Unit 21 p37–38 Unit 24 p43–44</p>	<p>Spelling and Vocabulary Pupil Book: Unit 25 p45–46</p>	
<p>Interactive activity: Building a description</p>		