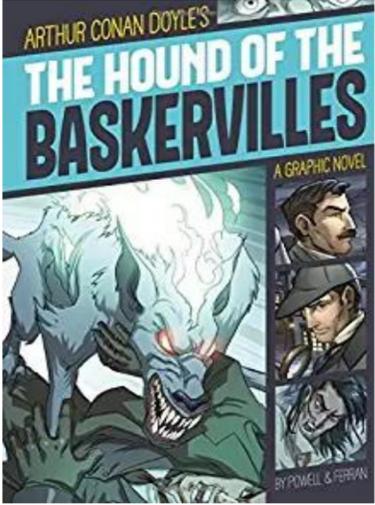
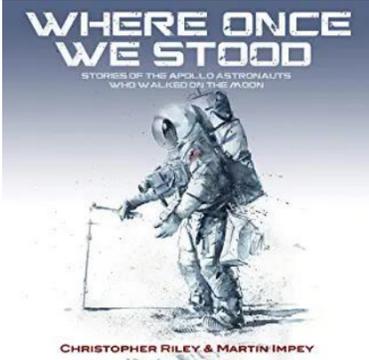
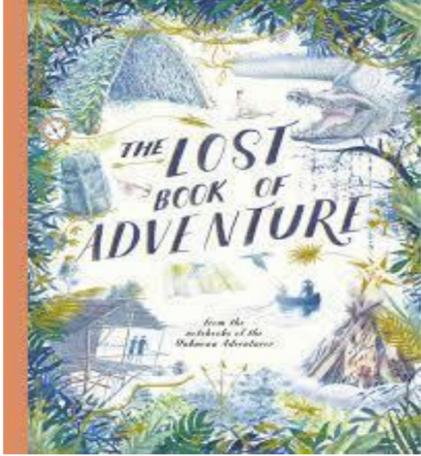




**YEAR 5 SPaG  
CURRICULUM PLAN 2022-2023**

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>English Vehicle Text and Writing Outcome</b>	<p>Greta and the Giants by Zoe Tucker</p> 	<p>FARThER by Grahame Baker-Smith</p> 	<p>The Hound of the Baskervilles by Sir Arthur Conan Doyle</p> 	<p>The Promise by Nicola Davies</p> 	<p>Where Once We Stood by Christopher Riley &amp; Martin Impey</p> 	<p>The Lost Book of Adventure from the Notebooks of the Unknown Adventurer</p> 

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Punctuation and Grammar elements</b>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Converting nouns or adjectives into verbs using suffixes</p> <p>Use of prefixes dis-, de-, mis-, over-, re-, im- and understand they have a negative impact</p> <p>Use of brackets/dashes/commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Any other gaps identified during independent writing</p>	<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing formal tone</p> <p>Indicate degrees of possibility using modal verbs</p> <p>Linking ideas across paragraphs, using adverbials</p> <p>Commas for parenthesis</p> <p>Dashes to mark boundaries between independent clauses</p> <p>Any other gaps identified during independent writing</p>	<p>Verb prefixes re, over, dis</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p> <p>Indicate degrees of possibility using modal verbs and adverbs</p> <p>Linking ideas across paragraphs, using adverbials</p> <p>Use hyphens to avoid ambiguity</p> <p>Any other gaps identified during independent writing</p>	<p>Use of brackets/dashes/commas to indicate parenthesis</p> <p>Indicate degrees of possibility using modal verbs</p> <p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</p> <p>Use hyphens to avoid ambiguity</p> <p>Any other gaps identified during independent writing</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Use hyphens to avoid ambiguity</p> <p>Semi-colons to mark boundaries between independent clauses of equal weighting</p> <p>Any other gaps identified during independent writing</p>	<p>Use a thesaurus with confidence</p> <p>Verb prefixes mis, over and deTransforming nouns and adjectives into verbs</p> <p>Indicate degrees of possibility using adverbs.</p> <p>Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form</p> <p>Linking ideas across paragraphs, using adverbials</p> <p>Semi-colons to mark boundaries between independent clauses of equal weighting</p> <p>Use hyphens to avoid ambiguity</p> <p>Any other gaps identified during independent writing</p>

## Spellings to be taught

1. Words ending in '-ious.'
2. Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'
3. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
4. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
5. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions.
6. Challenge words
7. Words ending in '-ant.' '-ant' is used if there is an 'a' or 'ay' sound in the right place.
8. Words ending in '-ance.' '-ance' is used if there is an 'a' or 'ay' sound in the right place.
9. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.
10. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.'
11. Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably
12. Challenge Words
13. Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap.
14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
15. Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.
16. Words with 'silent' letters at the start.
17. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
18. Challenge Words
19. Words spelled with 'ie' after c.
20. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.
21. Words containing the letter string 'ough' where the sound is /aw/.
22. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.
23. Adverbs of possibility. These words show the possibility that something has of occurring.
24. Challenge Words
25. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
26. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
27. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
28. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
29. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
30. Challenge Words
31. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.
32. Challenge Words
33. Revision: Year 5 words
34. Revision: Year 5 words
35. Revision: Year 5 words
36. Revision: Year 5 words