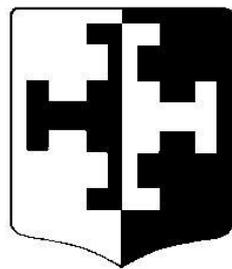


St.Chad's Church of England

Primary School

2016-2017



English – Year 5

Reading

Word Reading

Comprehension

As Years 1, 2,3 and 4 and:

- Use knowledge of root words to understand meanings of words
- Apply knowledge of prefixes to understand meaning of new words
- Use suffixes to understand meanings e.g. *-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably,*
- Read and understand meaning of words on Y5/6 word list – see appendix
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences

As Years 1, 2,3 and 4 and:

**Maintain positive attitudes to reading and understanding what they read by:**

- Listening to and discussing a range of fiction, poetry, plays and nonfiction which they might not choose to read themselves
- Regularly listening to whole novels read aloud by the teacher from an increasing range of authors
- Exploring themes within and across texts e.g. loss, heroism, friendship
- Making comparisons within a text e.g. characters' viewpoints of same events
- Analysing the conventions of different types of writing e.g. *use of first person in autobiographies and diaries*
- Recommending books to their peers with reasons for choices
- Reading books and texts that are structured in different ways for a range of purposes
- Expressing preferences about a wider range of books including modern fiction, traditional stories and myths and legends
- Learning a wider range of poems by heart
- Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience

**Understand what they read by:**

- Checking that the book makes sense to them and demonstrating understanding e.g. *through discussion, use of reading journals*
- Exploring meaning of words in context
- Demonstrating active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal*
- Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence
- Predicting what might happen from information stated and implied
- Re-read and reads ahead to locate clues to support understanding
- Scanning for key words and text marking to locate key information
- Summarising main ideas drawn from more than one paragraph and identifying key details which support this

- Identifying how language, structure and presentation contribute to meaning e.g. *formal letter, informal diary, persuasive speech*

**Discuss and evaluate how authors use language including figurative language, considering the impact on the reader by:**

- Exploring, recognising and using the terms metaphor, simile, imagery
- Explaining the effect on the reader of the authors' choice of language
- Distinguish between statements of fact or opinion within a text

**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.
- Preparing formal presentations individually or in groups
- Using notes to support presentation of information
- Responding to questions generated by a presentation
- Participating in debates on an issue related to reading (fiction or nonfiction)

**Provide reasoned justifications for their views by:**

- Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation)

Writing			
Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As Years 1, 2,3 and 4 and:</p> <ul style="list-style-type: none"> <li>• Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i></li> <li>• Create and punctuate complex sentences using <i>ed</i> openers</li> <li>• Create and punctuate complex sentences using <i>ing</i> openers</li> <li>• Create and punctuate complex sentences using simile starters</li> <li>• Demarcate complex sentences using commas and explore <b>ambiguity</b> of meaning</li> <li>• Explore, collect and use <b>modal verbs</b> to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i></li> <li>• Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i></li> <li>• Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i></li> <li>• Identify and use <b>brackets</b> and <b>dashes</b></li> </ul>	<p>As Years 1, 2,3 and 4 and:</p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• Identifying the audience and purpose</li> <li>• Selecting the appropriate language and structures</li> <li>• Using similar writing models</li> <li>• Noting and developing ideas</li> <li>• Drawing on reading and research</li> <li>• Thinking how authors develop characters and settings (in books, films and performances)</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• Selecting <i>appropriate</i> grammar and vocabulary</li> <li>• Blending action, dialogue and description within and across paragraphs</li> <li>• Using devices to build cohesion (see VGP column)</li> <li>• Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes</i></li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of own and others' writing in relation to audience and purpose</li> <li>• Suggesting changes to grammar, vocabulary and punctuation to enhance</li> </ul>	<p>As Years 1, 2,3 and 4 and:</p> <ul style="list-style-type: none"> <li>• Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</li> <li>• Use further prefixes and suffixes and understand the guidelines for adding them</li> <li>• Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i></li> <li>• Continue to distinguish between homophones and other words which are often confused</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of</li> <li>• some words needs to be learnt specifically</li> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• Use a thesaurus</li> <li>• Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs</li> <li>• Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i></li> </ul>	<p>As Years 1, 2,3 and 4 and:</p> <ul style="list-style-type: none"> <li>• Write fluently</li> <li>• Choose when it is appropriate to print or join writing e.g. <i>printing for labelling a scientific diagram</i></li> </ul>

- Use suffixes *-ate, -ise, -ify* to convert nouns and adjectives into verbs
- Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-*

effects and clarify meaning

- Ensuring consistent and correct use of tense throughout a piece of writing
- Ensuring consistent subject and verb agreement
- Proofreading for spelling and punctuation errors

**Perform own compositions for different audiences by:**

- Using appropriate intonation and volume
- Adding movement
- Ensuring meaning is clear

## Spoken Word

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.