

### Year 5 Overview- English

YEAR 5	COMPREHENSION	COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION	SPELLINGS	Class Reader
TERM 1 SEP -DEC	<p>Fiction; -A clever way to catch a thief</p> <p>-I go chicken dippy</p> <p>-Robinson Crusoe (classic)</p> <p>-Non-fiction (news) Cubs and Brownies</p> <p>-Poetry; The shark</p>	<p>-Story writing- Using similes, metaphors and personification to improve description.; <i>Sights, sounds, smells</i></p> <p>-Story writing- Show and not say! <i>Improve description by focusing on detail and create an image in the reader's mind.</i></p> <p>-Poetry- patters and rhythm. <i>Include limericks and free verse poetry</i></p> <p>-Writing narrative poems- <i>Include Revolting Rhymes</i></p>	<p>-Expanded noun phrases</p> <p>-Conjunctions</p> <p>-Changing nouns and adjectives into verbs</p> <p>-Verb Prefixes and suffixes</p> <p>-Formal and informal language</p> <p>-Adverbs and modal verbs showing possibilities</p> <p>-Subordinate/Main clauses when extending sentences</p> <p>-Determiners</p> <p>-Punctuating direct speech</p> <p>-Pronouns - relative, possessive, personal</p> <p>-Relative clauses</p> <p>-Fronted adverbials; clauses and phrases</p> <p>-Linking words in paragraphs</p>	<p>-Suffixes; <i>Cious and tious</i> <i>Cial and tial</i> <i>Ant ance ancy</i> <i>Ent ence ency</i> <i>Able ible ably ibly</i></p> <p>-Adding suffixes to words ending in -fer</p> <p>-Hyphens and prefixes</p> <p>-ee sound as ei after c</p> <p>-ough words</p> <p>-silent letter words</p> <p>-homophones and near homophones - 3-5 weeks</p>	<i>There's a boy in the girls' bathroom.</i>
TERM 2 JAN- APRIL	<p>-Poetry Colonel Fazackerley</p> <p>-Non-fiction(letter) Noisy neighbour</p> <p>-Fiction classic: The Borrowers</p> <p>-Playscript; The lost gardens</p> <p>-Poetry; A smuggler's</p>	<p>-Persuasive writing- Encouraging others to like/dislike something. <i>-Poster</i> <i>-News article</i> <i>-Letter</i></p> <p>-Journalistic writing- Balanced report on sugar and recycling.</p> <p>-Story writing- Different character</p>	<p>-Using commas for clearer meaning</p> <p>-Parenthesis; Hyphens, brackets and dashes</p> <p>-Fronted subordinate clauses</p> <p>-Singular and plural nouns</p> <p>-Apostrophes, S; plural or possession</p> <p>-Standard and non-standard English</p> <p>-Verbs; perfect form</p> <p>-Colons to introduce lists</p> <p>-Punctuating bulleted lists</p> <p>-Giving clear reasons; cause and effect</p>	<p>-Unstressed vowels</p> <p>-Words ending; er, ar, or and re</p> <p>-Words ending; ary, ory, ery</p> <p>-Words ending; tion, cian, sion and ssion</p> <p>-Tricky words</p> <p>-Letter strings; Our, ough, au</p> <p>-Words with; ei and ie</p> <p>-Topic words;</p>	<i>Kensuke's Kingdom</i>

	song	<p><i>perspectives</i></p> <p>-Focusing on <i>dialogue</i> and synonyms for 'said'</p> <p>-Greek myths- Reading famous examples. Creating a 'HERO' story</p>	<p>-Conditional sentences</p> <p>-Negative sentences</p> <p>-Using questions and changing statements into questions</p>	<p>geography</p> <p>-Soft c words</p> <p>-Patterns; ci, cu, cc</p>	
TERM 3 MAY-JULY	<p>-Poetry; From a railway carriage</p> <p>-Non-fiction; Instruction</p> <p>Non-fiction-Historical The Trojan War</p> <p>Fiction-legend Shen Nung</p> <p>Non-fiction-Biography- Barack Obama</p>	<p><b>CONTINUE</b></p> <p>-Greek myths- Reading famous examples. Creating a 'HERO' story</p> <p>-Writing for different audiences; <i>Alter vocabulary</i> <i>Summarising story</i></p> <p>-Altering vocabulary in writing- <i>depending on time of day and setting</i></p>	<p>-Adjectives with prefixes and suffixes</p> <p>-Using paragraphs to link ideas</p> <p>-Negative sentences</p> <p>-Using questions and changing statements into questions</p> <p>-Adjectives with prefixes and suffixes</p> <p>-Word families and classes</p> <p>-Punctuating indirect speech and changing to direct speech</p> <p>-Auxiliary verbs</p> <p>-Expanded noun phrases</p> <p>-Commas to avoid ambiguity</p>	<p>-Soft g words</p> <p>-Silent letter</p> <p>-Endings with ti and tu</p> <p>-Topic words; science and maths</p> <p>-Prefixes; ir, il, im, in and ad</p> <p>-Words ending; e, y and doubling last letters</p> <p>-Root words; Word structures Word families Word histories</p> <p>-Common confusions</p>	<i>The Midnight Fox</i>

### Year 5 assessment criteria

#### Speaking and listening

- 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, roleplay/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 other
- select and use appropriate registers for effective communication

## **Reading**

### **Word Reading**

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Year 3 and 4, both to read aloud and to understand the meaning of new words that they meet.

### **Comprehension**

- maintain positive attitudes to reading and an understanding of what they read by:
  - i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - ii. reading books that are structured in different ways and reading for a range of purposes
  - iii. 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
  - iv. recommending books that they have read to their peers, giving reasons for their choices
  - v. identifying and discussing themes and conventions in and across a wide range of writing
  - vi. making comparisons within and across books
  - vii. learning a wider range of poetry by heart
  - viii. 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
  - i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - ii. asking questions to improve their understanding
  - iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - iv. predicting what might happen from details stated and implied
  - v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
  - vi. 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
- 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.

## **Writing**

### **Spelling**

- use further prefixes and suffixes and understand the guidance for adding them
- 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 words from Year 3/4
- 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

### Handwriting and Presentation

Pupils should be taught to 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

### Composition

- Plan their writing by:
  - i. identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
  - ii. noting and developing initial ideas, drawing on reading and research where necessary
  - iii. 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:
  - i. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - ii. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
  - iii. précisising longer passages
  - iv. using a wide range of devices to build cohesion within and across paragraphs
  - v. using further organisational and presentational devices to structure text and to guide the reader
  - vi.
- Evaluate and edit by:
  - i. assessing the effectiveness of their own and others' writing
  - ii. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - iii. ensuring the consistent and correct use of tense throughout a piece of writing
  - iv. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### Vocabulary, grammar & punctuation

- develop their understanding of the concepts set out in [Year 3](#) and 4 by:
  - i. recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - ii. using passive verbs to affect the presentation of information in a sentence
  - iii. using the perfect form of verbs to mark relationships of time and cause
  - iv. using expanded noun phrases to convey complicated information concisely
  - v. using modal verbs or adverbs to indicate degrees of possibility

- vi. using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- vii. learning the grammar for years 3 and 4.
  - indicate grammatical and other features by:
    - i. using commas to clarify meaning or avoid ambiguity in writing
    - ii. using hyphens to avoid ambiguity
    - iii. using brackets, dashes or commas to indicate parenthesis
    - iv. using semicolons, colons or dashes to mark boundaries between independent clauses
    - v. using a colon to introduce a list
    - vi. punctuating bullet points consistently
  - use and understand the grammatical terminology from Year 3 and 4, accurately and appropriately in discussing their writing and reading.

### **Methodology**

- Communicative and active methodology along with class participation and demonstration.
- There are four, one-hour lessons of English per week at Key Stage 2 in year 5.
- Weekly/bi-weekly spelling test(s)
- Termly reading comprehension test(s)
- Termly writing test(s)
- Termly vocabulary, grammar and punctuation test(s)

### ***YEAR 5 assessment criteria***

Speaking and listening-20%  
Reading-20%  
Spelling-20%  
Comprehension-20%  
Composition-20%

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