

**ENGLISH
YEAR 5 & 6**

SPOKEN LANGUAGE

Pupils will 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.

READING – WORD RECOGNITION

Pupils will be taught to:

- ❖ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in *Spelling Years 5 & 6*, both to read aloud and to understand the meaning of new words that they meet.

READING – COMPREHENSION

Pupils will be taught to:

- ❖ 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 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 – TRANSCRIPTION

SPELLING

Pupils will be taught to:

- ❖ 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, as listed in *Spelling Years 5 & 6*

- ❖ use dictionaries to check the spelling and meaning of words
- ❖ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- ❖ use a thesaurus.

WRITING – TRANSCRIPTION

HANDWRITING & PRESENTATION

Pupils will 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.

WRITING – COMPOSITION

Pupils will be taught to:

- ❖ plan their writing by:
 - 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, 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.

WRITING – VOCABULARY, GRAMMAR & PUNCTUATION

Pupils will be taught to:

- ❖ develop their understanding of the concepts set out in *Vocabulary, Grammar and Punctuation* by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in *Vocabulary, Grammar and Punctuation*
- ❖ indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- ❖ use and understand the grammatical terminology in *Vocabulary, Grammar and Punctuation* accurately and appropriately in discussing their writing and reading.