

English

In Year 5, children will cover the genres:

To Entertain	To Inform	To Persuade	To Discuss
<ul style="list-style-type: none"> ◆ Narratives ◆ Descriptions (character/setting) ◆ Poetry 	<ul style="list-style-type: none"> ◆ Recount/Diary ◆ Letter (formal) ◆ Biography/autobiography ◆ Newspaper article ◆ Non-chronological report (explanation, information and instructions) 	<ul style="list-style-type: none"> ◆ Advertisement ◆ Letter (formal) ◆ Speech 	<ul style="list-style-type: none"> ◆ Balanced argument

And study the books/topics: Harry Potter, The Hobbit, The Wolf Wilder, Wonder, The Butterfly Lion, Street Child, Running Wild, Kensuke's Kingdom, The Explorer, The Jungle Book, A Midsummer Night's Dream, The Sword in the Stone and extra whole school enrichment projects.

In addition to previous learning, pupils should learn to...

Reading

Writing

Transcription

**Speaking and
Listening**

<p>Reading Carousel VIPERS These skills are also covered during our carousel slots daily and during interventions. They are woven through our curriculum</p> <p>CT INFERENCE GROUP (ALL YEAR GROUPS) -VIPER skills -Speaking and Listening skills -Echo reading</p> <p>INDEPENDENT COMPREHENSION (ALL YEAR GROUPS) -VIPER skills - Word Reading: use an understanding of morphology and etymology to aid them in reading unfamiliar words - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books</p> <p>ENJOY READING BOOK (ALL YEAR GROUPS) - Independently read a range of fiction, poetry, plays, non-fiction, reference and text books (BIG CAT COLLINS- banded by comprehension level) - VIPER skills when reading to LSA - Speaking/Discussion skills when reading to LSA</p>	<p>Planning, Composing and Evaluating (All objectives are covered on a weekly basis through the PJS 2 week book/topic based unit- See Appendix 1)</p> <p>Grammar Conjunctions (a wider range e.g. despite) and understand the difference between before and after being used as a conjunction vs an adverbial phrase</p> <p>Relative pronoun</p> <p>Modal verbs/adverbs</p> <p>More advanced adverbials for a range of purposes e.g. how, how often, where, how much)</p> <p>Prepositions (wider range, varying position within a sentence)</p> <p>Complex expanded noun phrases including prepositional phrases and adventurous adjectives</p> <p>Determiners (including possessive determiners)</p>	<p>Handwriting and Presentation Can write neatly and legibly, joining most of the time</p> <p>Spelling Yr 5 high frequency words Focus words from Yr 5/6-word list</p> <p>Autumn Review of Yr 4 prefixes Review of Yr 4 suffixes Words containing the letter string -ough Homophones and near homophones Words ending in -ious Endings that sound like 'sh' and are spelled -cial or -tial Words ending in -able and -ible Words ending in -ably and -ibly</p> <p>Spring Homophones and near homophones (covered multiple times) Words with silent letters Words ending in -ant and -ent Words ending in -ance/-ancy and -ence/-ency</p> <p>Summer Revision of prefixes Converting nouns and adjectives into verbs The possessive apostrophe- plurals Turning adjectives into adverbs</p>	<p>The objectives below will be planned for and assessed across the curriculum throughout the year:</p> <p>Speaking -Present a well-structured, persuasive argument including reasons and evidence -Use language fluidly to speculate, hypothesise, imagine and explore ideas</p> <p>Listening Analyse the use of persuasive language in different contexts -Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective</p> <p>Discussion Plan and manage a group task over time -Use a range of question types in discussion and conversation -Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group</p>
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<p>Reading Comprehension Lesson (Mon)</p> <p><u>Retrieval</u> -Confidently skim and scan and also use the skill of reading before and after to retrieve information -Use evidence from across larger sections of text -Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts -Retrieve, record and present information from non-fiction texts -Ask their own questions and follow a line of enquiry</p> <p><u>Inference</u> -Drawing inferences such as inferring character’s feelings, thoughts and motives from their actions, justifying them with inferences -Make inferences about actions, feelings, events or states -Use figurative language to infer meaning -Give one or two pieces of evidence to support the point they are making -Begin the draw evidence from more than one place across the text</p> <p><u>Explaining</u> -Provide increasingly reasoned justifications for their views</p>	<p>Figurative language (including hyperbole and oxymoron)</p> <p>Formal/ informal language (e.g. contractions for informal)</p> <p><u>Function of sentences/sentence structure</u> Relative embedded clauses</p> <p>Subordinate clause (before/ after main clause)</p> <p><u>Verb forms and tenses</u> Perfect verb form with links to formality e.g. fitting the formality of a newspaper report</p> <p>Progressive verb form</p> <p><u>Punctuation</u> Commas to mark clauses and phrases Brackets Dashes Bullet points Direct speech using inverted commas, capitals at start of speech, punctuation at the end of speech, new speaker new line</p>		<p>(DOTW)</p> <p><u>Drama</u> AUTUMN TERM Drama Vary voice for dramatic effect e.g. by using volume, tone and pitch</p> <p>SPRING TERM Drama Invent dialogue, gesture and movement to suit a character</p> <p><u>Speaking</u> Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener</p> <p>SUMMER TERM Drama Perform a published script with appropriate voice, gesture and staging</p> <p>-Present a well-structured, persuasive argument including reasons and evidence -Use language fluidly to speculate, hypothesise, imagine and explore ideas</p>
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<p>-Recommend books for peers in detail -Give reasons for authorial choices -Begin to challenge points of view -Begin to distinguish between fact and opinion -Identify how language, structure and presentation contribute to meaning -Discuss and evaluate how an author's use of language, including figurative language, considering the impact on the reader -Explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p><u>Summarise</u> -Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text, identifying key details to support the main ideas -Make connection between information across the text and include this in an answer - Discuss the themes or conventions from a chapter or text -Identifying themes across a wide range of writing</p> <p><u>Prediction</u> -Predicting what might happen from detail stated and implied -Support predictions with relevant evidence from the text</p>			
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-Confirm and modify predictions as they read on

Vocabulary

- Exploring the meaning of words in context, confidently using a dictionary
- Discuss how the author's choice of language impacts the reader
- Evaluate the authors use of language
- Investigate alternative word choices that could be made
- Begin to look at the use of figurative language
- Use a thesaurus to find synonyms for a larger variety of words
- Re-write passages using alternative word choices

