



## Sand Hutton and Warthill Federated Church of England (VC) Primary Schools

### ENGLISH

#### Year 5 and Year 6

Spoken Language	Reading – word reading
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <b>English Appendix 1</b> , both to read aloud and to understand the meaning of new words that they meet.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Reading – comprehension
Use relevant strategies to build their vocabulary.	<b>Maintain positive attitudes to reading and understanding of what they read:</b>
Articulate and justify answers, arguments and opinions.	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Read books that are structured in different ways and reading for a range of purposes
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Ask relevant questions to extend their understanding and knowledge.	Increase 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
Listen and respond appropriately to adults and their peers.	Recommend books that they have read to their peers, be able to give reasons for their choices (on a regular basis)
Speak audibly and fluently with an increasing command of Standard English.	Identify and discuss themes and conventions in and across a wide range of writing
Participate in discussions, presentations, performances, role play, improvisations and debates.	Make comparisons within and across books
Gain, maintain and monitor the interest of the listener(s).	Learn a <b>wider</b> range of poetry by heart
Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Prepare poems and plays to read aloud and to perform, show an understanding through intonation, tone and volume so that the meaning is clear to an audience
Select and use appropriate registers for effective communication.	<b>Understand what they read:</b>
Development across the whole curriculum – cognitively, socially and linguistically.	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
Continual development of pupils’ confidence and competence in spoken language and listening skills across subjects.	Ask questions to improve their understanding.
Capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.	Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.
Adopt, create and sustain a range of roles, responding appropriately to others in role.	Predict what might happen from details stated and implied.
Use discussion to probe and remedy their misconceptions.	Summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas.
Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.	Identify how language, structure and presentation contribute to meaning.
Improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Make their thinking clear to themselves as well as to others.	Distinguish between statements of fact and opinion

Understand and use the conventions for discussion and debate.	Retrieve, record and present information from non-fiction
<b>Handwriting</b>	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
Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>	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.
<b>Writing - transcription</b>	<b>Writing – composition</b>
Pupils should be taught to: <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</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 some words needs to be learnt specifically, as listed in English Appendix 1</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> </ul>	Plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
<b>Writing – vocabulary, grammar and punctuation</b>	<b>Draft and write by:</b>
<b>Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</b> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in English Appendix 2.</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>
Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul>	Evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>
	Proof-read for spelling and punctuation errors
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

	<b>Spoken Language</b>	<b>Reading – word reading</b>	<b>Reading – comprehension</b>	<b>Writing – transcription (Spelling)</b>	<b>Writing – composition</b>	<b>Handwriting</b>	<b>Overall and comments:</b>
<b>WT ES GD</b>							