



## Year 5 English Curriculum

<b>READING</b>	<b>Word Reading</b>	Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.
	<b>Comprehension</b>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by 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.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by 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.</p> <p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts.</p> <p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.</p>
<b>WRITING</b>	<b>Transcription</b>	<p><b>Spelling</b></p> <p>Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</p> <p>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.</p> <p>Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.</p> <p>Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.</p> <p>Spell some words with 'silent' letters e.g. knight, psalm, solemn.</p> <p>Spell some of the year 5 and 6 words correctly (English Appendix 1).</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> <p><b>Handwriting</b></p> <p>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Write increasingly legibly.</p>

<b>WRITING</b>	<b>Composition</b>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.</p> <p>Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2).</p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.</p> <p>Draft and write by précising longer passages.</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.</p> <p>Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</p> <p>Use different verb forms mostly accurately with consideration for audience and purpose.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing.</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</p> <p>Proof-read for spelling errors linked to spelling statements for year 5.</p> <p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.</p> <p>Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
	<b>Vocabulary, Grammar and Punctuation</b>	<p>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify.</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.</p> <p>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</p> <p>Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity.</p>