

Year 5

By the end of Year 5, children should:

Word Reading	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed, both to read aloud and to understand the meaning of new words that they meet.</p> <p>To read, understand and learn the words from Year 5/6 word list.</p>
Comprehension	<p>Reading a wide range of authors and genres and comparing language and effect. Memorising set poems and developing performance techniques</p> <p>Infer and deduce meaning, facts and opinion including bias and the author's intention</p> <p>Summarise key information from across a text ,</p> <p>Justify answers with evidence from several points in the text using correct technical language e.g. metaphor and simile.</p> <p>Key skills to develop: identifying and evidencing meaning, text retrieval, prediction,</p>
Spoken Language	<p>Asks investigative questions about areas of learning, or clarify understanding e.g. How did elephants adapt?</p> <p>Uses only relevant vocabulary linked to topics and tasks and places new and opportune language appropriately.</p> <p>Can justify reasons and opinions with a growing range of conjunctions, e.g. therefore, since used appropriately. Can compare opinions of others, e.g. using although, however.</p> <p>Can maintain attention and stay on-task for short periods (25+ minutes). Makes appropriate responses to questions and can.</p> <p>Can sustain longer conversations staying on-topic.</p> <p>Can use the language of hypothesis, speculation and prediction, e.g. I predict that the duvet will keep the ice-cube cold the longest.</p> <p>Can engage in imaginative play and develop specific roles in a given scenario, e.g. a judge trying the big bad wolf.</p> <p>Can speak politely, clearly and audibly to most peers and adults.</p> <p>Can use some features of formal speech, e.g. in a simple debate or role-play.</p> <p>Asks rhetorical questions that engage listeners in more formal speech, e.g. Would you like it if mobile phones were banned?</p> <p>Considers and can adapt talk to the interests of others when presenting ideas in formal voice. Can formally disagree with others, e.g. in debates. Knows when to use formal and informal registers.</p> <p>Prepare an increasing range of poems, plays, arguments and stories to read aloud, recite and perform, showing understanding through variation in tone, intonation and action.</p>
Spelling	<p>See Spelling Appendix (Year 5/6)</p>
Handwriting & Presentation	<p>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.</p> <p>Choose the writing implement best suited for a task, but use a pen confidently and clearly.</p> <p>Develop an unjoined style appropriate to task e.g. labelling diagrams or filling in a form</p>
Composition	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing,

	<p>selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> 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 precising 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 (e.g. headings, bullet points, underlining) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> 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 <p>Proof-read for spelling and punctuation errors</p>
Vocabulary	<p>Formal and informal vocabulary, e.g. (for example, find out – discover; ask for – request; go in – enter)</p> <p>How words are related by meaning as synonyms and antonyms (for example, big, large, little).</p> <p>Word Classes: Identify verbs (including modal verbs), adverbs, adverbials, nouns, adjectives, prepositions, conjunctions, determiners, pronouns, relative pronouns</p> <p>Terminology: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></p>
Grammar	<p>Converting nouns or adjectives into verbs using suffixes e.g. –ate, -ise, ify.</p> <p>Verb prefixes (for example dis- de- mis- over- re-).</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p>Devices that build cohesion e.g. adverbs and pronouns</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choice (he had seen her before)</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
Text-Types & Genres Example Texts	<p>Autumn One</p> <p>1a- 5N1Transition unit (5 days) <i>The Lion, the Witch and the</i></p>

Wardrobe C. S. Lewis

1a - Y5N2 Traditional, stories, fables, myths, legends (20 day)

Princess' Blankets Carol Ann Duffy AL

1b - Y5P1 Poetic Style (10 days) *Bad, Bad Cats* Roger McGough ?

Autumn Two

2a - Y5N3 Novels and stories by significant children's authors (15 days) *There's a Boy in the Girls Bathroom* Louis Sachar Existing

2b - Y5NF1 Non-chronological reports (15 days) *Coming to England* Floella Benjamin ?

2c- Yr5N4 Christmas- writing for meaning (5 days)

Spring One

3a - Y5N5 Stories from Other Cultures (15 days) *A Forest of Stories* Rina Singh

3b - Y5NF2 Instructions (5 days) *Making Musical Instruments*

3c - Y5P2 Choral and Performance (10 days) *Joyful Noise* Paul Fleischman

3d- Y5NF3 Recounts (5 days) Nethercott and nature walk

Spring Two

4a - Y5N6 Older Literature (15 days) *Street Child* Berlie Doherty

4b - Y5NF4 Persuasive Writing (15 days) *Can we Save the Tiger?*

Martin Jenkins including debates AL

Summer One

5a - Y5P3 Classic Narrative poetry (15 days) *The Highwayman* Alfred Noyes (Charles Keeping) Existing

5b - Y5N7 Film Narrative (15 days) *The Piano* Aidan Gibbons Existing

Summer Two

6a - Y5NF5 *Journalism* (15 Days) King Kong Existing

6b - Y5N8 Dramatic Conventions (10 days) *Firework Maker's Daughter* Phillip Pullman (playscript) ?

6c- Y5N9 *The Unforgotten Coat* by Frank Cottrell Boyce (10 days) Transition unit AL

Year 6

By the end of Year 6, children should:

Word Reading	Apply knowledge of the history of words and the relationships between them, along with their growing knowledge of root words (prefix and suffixes) to read aloud and understand new words. To read, understand and learn the words from Year 5/6 word list.
Comprehension	Read, recognise and compare a wide range of authors and genres using understanding of language and effect to underpin a reasoned justification for their views. Infer and deduce meaning, facts and opinion including bias and the author's intention from a range of texts. Summarise key information from across a whole text and between texts, paraphrasing and predicting what might happen from details stated and implied. Justify answers with evidence from several points in the text using correct technical language e.g. metaphor and simile and appropriate quotations.
Spelling	See Spelling Appendix (Y5/6)
Spoken Language	Asks questions that spark debate, infer meaning or clarify understanding, e.g. Should school dinners always be healthy? Has an ever-growing vocabulary appropriate to topics and tasks and discussions and places new and opportune language appropriately for effect. Can justify reasons and opinions with an ever-growing range of conjunctions, e.g. consequently, as a result used appropriately. Can compare and give reasons for opinions of others, e.g. using despite. Can maintain attention and stay on-task for short periods (30+ minutes). Makes appropriate responses to questions. Can sustain and maintain longer conversations staying on-topic. Can use the language of hypothesis, speculation and prediction and give reasons, e.g. I predict that the duvet will keep the ice-cube cold the longest because it is an insulator. Can engage in imaginative play and develop specific roles in a given scenario, e.g. a judge trying the big bad wolf. Can speak politely, clearly and audibly to all peers and adults. Can use features of formal speech, e.g. in a formal debate. Can use the subjunctive mood when talking formally. Asks open-ended questions that engage listeners in more formal speech, e.g. Would you like it if mobile phones were banned? Changes topic when listeners lose interest. Considers and adapts talk to build up extended conversations, formally and informally, varying content to suit listener. Prepare an increasing range of poems, plays, speeches, arguments and stories to read aloud, recite and perform, showing understanding through variation in tone, intonation and action.
Handwriting & Presentation	Write legibly, fluently and with increasing speed Begin to develop an individual style that facilitates accuracy and speed. Use an unjoined style that facilitates speed and accuracy e.g. data or algebra

<p>Composition</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> • 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 (e.g. headings, bullet points, underlining) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • 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 <p>Proof-read for spelling and punctuation errors</p>
<p>Vocabulary</p>	<p>The difference between formal and informal speech in writing and speech. How words are related by meaning as synonyms (similar meaning) and antonyms (opposite) e.g. big, large, little Revision of Word Classes: Identify verbs (including modal verbs), adverbs, adverbials, nouns, adjectives, prepositions, conjunctions, determiners, pronouns, relative pronouns Terminology: <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i></p>
<p>Grammar</p>	<p>Use of the passive in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between formal and informal sentence structures in writing and speech.g.the use of question tags: <i>He's your friend, isn't he?</i> The subjunctive mood used in formal writing such as <i>If I were or Were they to come</i> used in some very formal writing and speech. Linking paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections (e.g. adverbials such as <i>on the one hand</i> or <i>ellipsis ...</i> Layout devices (headings,sub-headings,columns, bullets to</p>

	structure text).
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. as a 'silent because' (for example <i>I'm fed up; It's raining</i>)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>
Text-Types & Genres Example Texts	<p>Autumn One</p> <p>1a- 6N1 Transition unit <i>The Unforgotten Coat</i> by Frank Cottrell Boyce (5 days) AL</p> <p>1a - Y6N2 Authors and Texts (10 days) <i>The Midnight Fox</i> Betsy Byars including debates</p> <p>1b - Y6P1 Poetry (5 days) <i>What's happened to Lulu?</i> (Clausley), <i>The listener</i> (De La Mare), <i>She's leaving home</i> (Beatles)</p> <p>1c - Y6NF1 Biography and Autobiography (15 days) Chris van Wyk & <i>Nelson Mandela</i></p> <p>Autumn Two</p> <p>2a - Y6N3 Narrative (15 days) <i>Rose Blanche</i> Ian McEwan and <i>Once</i> Morris Gleitzman</p> <p>2b - Y6NF2 Journalistic writing (10 days) <i>The Man Who Walked Between the Towers</i> Mordicai Gerstein</p> <p>2c- Y6NF3 Balanced argument <i>The Island</i> Armin Greder(10 days) TBC</p> <p>Spring One</p> <p>3a - Y6N4 Short story with flashbacks (15 days) <i>The Arrival</i> Shaun Tan</p> <p>3b -6N5 <i>The Ice trap</i> Diary writing, Shackleton historical/ recount (15 days)</p> <p>Spring Two</p> <p>4a - Y6N6 Extending Narrative/Stories from other cultures (15 days) <i>A Beautiful Lie</i> Irfan Master AL</p> <p>4b - Y6N7 Playscripts <i>Macbeth</i> (15 days)</p> <p>4c - Revision unit as appropriate (5 days)</p> <p>Summer One</p> <p>5a - Y6NF4 Revision Unit Explanation (5 days) Linked to science: electricity, forces e.t.c.</p> <p>5b- 6NF5 Formal Letters (5 days) letters of complaint/ subjunctive</p> <p>5c - SATs week</p> <p>5d- Y6N8 Revision Unit (5 days) <i>The Three Little Pigs</i> Guardian Advert</p> <p>Summer Two</p> <p>6a - Y6N8 Revision Unit (10 days) <i>The Three Little Pigs</i> Guardian Advert</p> <p>6b- 6P2 Poetry (5 days) <i>William Blake</i></p> <p>6c- 6N9 <i>Skelling</i> David Almond (15 days)</p> <p>6d- 6N10 Autobiography of their time at Goodrich (10 days)</p>