

Through our English curriculum, the children will be taught to speak and write fluently and will acquire the essential language skills needed to participate fully as a member of society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Inspiring and enabling our school community to live life to the full



**Crowthorne Church of England Primary School
YEAR 5**

Characteristics of an Effective Learner

- Courage
- Commitment
- Collaboration
- Creativity
- Curiosity

English – Annual Overview of Learning

Autumn Term			
Key texts: Secrets of a Sun King by Emma Carroll			
Writing	Reading	VPG	Speaking and Listening
<p>Including: Handwriting and Presentation</p> <p>Write legibly, fluently and with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement best suited for the task Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs. Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology,) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, non-fiction and reference books or textbooks. Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a range of writing.</p> <p>Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their</p>	<p>Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Indicate grammatical and other features by using commas, dashes or brackets to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity in writing. Using expanded noun phrases to convey complicated information concisely. Spelling- Use further prefixes and suffixes and understand the guidance for adding them- verb prefixes (for example, dis-, de-, mis-, over- and re-). Spelling – converting nouns or adjectives into verbs using suffixes (for example, -ate, -ise, -ify).</p>	<p>At a level appropriate to Year 5: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Participate in discussions, presentations, performances, role play, improvisations and debates 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</p>

<p>Use grammatical terminology for Year 5 understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Beginning to proof-read for spelling and punctuation errors</p> <p>Evaluate and edit by beginning to use the correct tense throughout a piece of writing.</p> <p>Evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.</p> <p>Evaluate and edit by beginning to assess the effectiveness of their own and others' writing.</p> <p>Draft and write by beginning to describe settings, characters and atmosphere</p>	<p>actions, and justifying inferences with evidence.</p> <p>Understand what they read by beginning to predict what might happen from details stated and implied.</p> <p>Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.</p> <p>Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Begin to provide reasoned justifications for their views.</p> <p>Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Asking questions to improve their understanding.</p> <p>Participate in discussion 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.</p>		<p>command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication.</p>
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Autumn Term

Key text: Non Fiction Texts and Writing linked to the Ancient Egyptians

<p>Writing Including: Handwriting and Presentation</p>	<p>Reading</p>	<p>VPG</p>	<p>Speaking and Listening</p>
<p>Write legibly, fluently and with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement best suited for the task</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Using further organizational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, non-fiction and reference books or textbooks. Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.</p>	<p>Use commas to clarify meaning or to avoid ambiguity.</p> <p>Punctuating bullet points consistently.</p> <p>Using a colon to introduce a list.</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop</p>

<p>meaning. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuing 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.</p>	<p>Read books that are structured in different ways and reading for a range of purposes. Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Distinguish between statements, fact and opinion. Retrieve, record and present information from non-fiction.</p>		<p>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</p>
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Autumn Term

Key texts: The Call by Charlotte Mew-The Graveyard Book Neil Gaiman-The Boy at the Back of the Class Onjali Rauf. Inference and deduction at higher level which children then apply to written text. Opening Chapters/poem used as high quality text.

<p>Writing Including: Handwriting and Presentation</p>	<p>Reading</p>	<p>VPG</p>	<p>Speaking and Listening</p>
<p>Write legibly, fluently and with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement best suited for the task Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narrative, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen or performed. Identify 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 Use a wide range of devices to build cohesion</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology,) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Continue to read and discuss an increasingly wide range of fiction. Discuss and evaluate how authors use language, including figurative language, considering the impact upon the reader. Identify how language, structure and presentation contribute towards meaning. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from out literary heritage and booms from other cultures and traditions. Check that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context. Participate in discussions about book that are read to them and those they can read form</p>	<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Using brackets, dashes or commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity in writing. Using expanded noun phrases to convey complicated information concisely. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form. Using modal verbs or adverbs to indicate degrees of possibility. Spelling- Use further prefixes and suffixes and understand the guidance for adding them- verb prefixes (for example, dis-, de-, mis-, over- and re-) Spelling – converting nouns or adjectives into verbs using suffixes (for example, -ate, -ise, -ify)</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates 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</p>

<p>within and across paragraphs. Précising longer passages Assess 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. Ensuing 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, beginning to use appropriate intonation, volume so that meaning is clear</p>	<p>themselves building on their own and others' ideas and challenging views courteously. Provide reasoned justifications for their views.</p>		<p>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.</p>
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Autumn Term

Key Text: The Bible and First Person recount Story Short Story used in Assembly

Christmas worship songs and hymns and a range of Religious Christmas Poetry

<p>Writing Including: Handwriting and Presentation</p>	<p>Reading</p>	<p>VPG</p>	<p>Speaking and Listening</p>
<p>Write legibly, fluently and with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement best suited for the task Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary Plan their writing by beginning to consider how authors have developed characters and settings. Maintain positive attitudes to reading and</p>	<p>Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context. Understand what they read by beginning to identify how language, structure and presentation contribute to meaning. Maintain positive attitudes to reading and understanding of what they read by learning a range of poetry by heart.</p>	<p>Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates. 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.</p>

<p>understanding of what they read by continuing to read and discuss a range of poetry.</p> <p>Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives</p> <p>Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs.</p> <p>Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>			<p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>
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Spellings Autumn 1 and 2 from No Nonsense Spelling Scheme

Revisit

Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession

Rare GPCs

Words with 'silent' letters

Morphology/ Etymology

Use spelling journals to record helpful etymological notes on curious or difficult words

Word endings

Words with the letter string '-ough' Words ending in '-able' and '-ible'

Homophones

isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed

Hyphen

Use of the hyphen (co-ordinate, co-operate)

Dictionary

Use of a dictionary to support teaching of word roots, derivations and spelling patterns

Use of a dictionary to create word webs

Proofreading

Focus on checking words from personal lists.

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.

- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Spring Term

Key texts: Percy Jackson and the Lightning Thief text by Rick Riordan

Writing Including: Handwriting and Presentation	Reading	VPG	Speaking and Listening
<p>Write legibly, fluently and with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement best suited for the task Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. Plan their writing by beginning to consider how authors have developed characters and settings. Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary. Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points]. Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives Draft and write by beginning to use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by assessing the effectiveness of their own and others' writing. Evaluate and edit by beginning to propose</p>	<p>Understand what they read by summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main idea. Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, reference books or textbooks. Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context. Understand what they read by beginning to predict what might happen from details stated and implied [based on challenging texts, themes, conventions and knowledge about the author or genres]. Begin to provide reasoned justifications for their views. Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Understand what they read by beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what they read by beginning to identify how language, structure and presentation contribute to meaning. Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. Use grammatical terminology for Year 5 understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. Beginning to use dictionaries to check the spelling and meaning of words. Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates 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</p>

<p>changes to vocabulary, grammar and punctuation to enhance writing.</p> <p>Evaluate and edit by beginning to use the correct tense throughout a piece of writing.</p> <p>Evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Beginning to proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.</p>			
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Spring Term
Key text: Non Fiction Texts and Writing linked to the Ancient Greeks

<p>Writing Including: Handwriting and Presentation</p>	<p>Reading</p>	<p>VPG</p>	<p>Speaking and Listening</p>
<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement best suited for the task</p> <p>Evaluate and edit by beginning to assess the effectiveness of their own and others' writing.</p> <p>Plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of fiction, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.</p> <p>Understand what they read by beginning to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Distinguish between statements, fact and</p>	<p>Draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader [for example, headings, and bullet points.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the</p>

	opinion. Retrieve, record and present information from non-fiction.		listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication
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Spring Term

Key texts: Michael Morpurgo, ‘The Dancing Bear’

<p>Writing Including: Handwriting and Presentation</p>	<p>Reading</p>	<p>VPG</p>	<p>Speaking and Listening</p>
<p>Write legibly, fluently and with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement best suited for the task Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identify 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. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 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. 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. Ensuing correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology,) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books for text books. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence. Retrieve, record and present information from non-fiction texts. Read books that are structured in different ways. Predict what might happen from details stated and implied. Ask questions to improve understanding. Discuss and evaluate how authors use language, including figurative language, considering the impact upon the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. 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. Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Recommend books that they have read to</p>	<p>Punctuating bullet points consistently. Use modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Indicate grammatical and other features- Commas, hyphens, brackets, dashes, semi colons. Use expanded noun phrases to convey complicated information concisely. Use dashes, colons and commas to indicate parenthesis.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates 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.</p>

<p>and choosing the appropriate register. Proof read for spelling and punctuation errors. Ensuing correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>their peers , giving reasons for their choices. Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from out literary heritage and booms from other cultures and traditions. Check that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context. Participate in discussions about book that are read to them and those they can read form 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 focus on the topic and using notes when necessary. Provide reasoned justifications for their views.</p>		
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Spellings Spring 1 and 2 from No Nonsense Spelling Scheme

Revisit
 Strategies at the point of writing: Have a go Apostrophe for possession

Rare GPCs
 Teach words with rare GPCs from the Year 5 and 6 word list (bruise, guarantee, queue, immediately, vehicle, yacht)
 Words with the /i:/ sound spelt 'ei' after 'c' (receive, ceiling)

Morphology/ Etymology
 Teach extension of base words using word matrices.

Word endings
 Words ending in '-ably' and '-ibly'
 Revise words ending in '-able' and '-ible'

Homophones
 altar/alter, led/lead, steal/steel

Dictionary
 Use a dictionary to create collections of words with common roots

Proofreading

Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners)

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.

Summer Term

Key texts: A range of Poetry including ‘Sympathy’ by Paul Laurence Dunbar and ‘Caged Bird’ by Maya Angelou unit Planned from Opening Doors to a Richer Curriculum by Bob Cox Unit 5 The bird that Sings

Writing Including: Handwriting and Presentation	Reading	VPG	Speaking and Listening
<p>Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</p> <p>Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss a range of poetry.</p> <p>Understand what they read by beginning to identify how language, structure and presentation contribute to meaning.</p> <p>Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Maintain positive attitudes to reading and understanding of what they read 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>Maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a range of writing.</p> <p>Maintain positive attitudes to reading and understanding of what they read by beginning</p>	<p>Beginning to use dictionaries to check the spelling and meaning of words.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p>

	to make comparisons within and across books. Maintain positive attitudes to reading and understanding of what they read by learning a range of poetry by heart.		Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication.
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Summer Term

Unit 1: Poetry- Classic and Narrative

Key texts: The Highwayman and Shakespeare’s Romeo and Juliet

Writing Including: Handwriting and Presentation	Reading	VPG	Speaking and Listening
<p>Write legibly, fluently and with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement best suited for the task Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Assess the effectiveness of their own and others’ writing Propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen or performed. In narrative, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Use a wide range of devices to build cohesion within and across paragraphs. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuing 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. Précising longer passages Use a thesaurus</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology,) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Discuss and evaluate how authors use language, including figurative language, considering the impact upon the reader. Continue to read and discuss an increasingly wide range of fiction, poetry, non-fiction plays and reference books or textbook. Predict what might happen from details stated and implied. Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence. Prepare 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. Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Summarise the main points drawn from more than one paragraph, identifying key details that support the main ideas. Increase their familiarity with a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks. Read books that are structured in different ways. Learn a wider range of poetry by heart.</p>	<p>Use 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. Use expanded noun phrases to convey complicated information concisely. Use dashes, colons and commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity in writing. Using hyphens to avoid ambiguity Indicate grammatical and other features- Commas, hyphens, brackets, dashes, semi colons. 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. Spell some words with silent letters Spelling- Words ending in –ant, -ent Spelling- Words with the /i/ sound spelt ei after c Spelling- Use further prefixes and suffixes and understand the guidance for adding them Spelling- Use morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates 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.</p>

Summer Term**Unit 3: Film Narrative-The Piano****Key texts: Film**

Writing Including: Handwriting and Presentation	Reading	VPG	Speaking and Listening
<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement best suited for the task</p> <p>In narrative, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use a thesaurus</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuing correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>Identify and discuss themes and conventions.</p>	<p>Using relative clauses beginning with who, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use dictionaries to check the spelling and meaning of words</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 dashes, colons and commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Indicate grammatical and other features- Commas, hyphens, brackets, dashes, semi colons.</p> <p>Spelling- Words containing the letter-string ough.</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication.</p>

Summer Term**Key texts: Boy in Girls Bathroom by Louis Sachar**

Writing Including: Handwriting and Presentation	Reading	VPG	Speaking and Listening
<p>Write legibly, fluently and with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement best suited for the task Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen or performed. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Consider how authors have developed characters and settings in what pupils have read, listened to or seen or performed. Assess the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 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. Ensuing 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.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology,) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Continue to read and discuss an increasingly wide range of fiction. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. Read books that are structured in different ways. Predict what might happen from details stated and implied. Ask questions to improve understanding. Discuss and evaluate how authors use language, including figurative language, considering the impact upon the reader. Understand what they read by summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main idea. Understand what they read by checking that a text makes sense to them, discussing their understanding and exploring the meaning of words in context. 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. Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis. Use grammatical terminology for Year 5 understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. Beginning to use dictionaries to check the spelling and meaning of words. Use the first three letters of a word to check spelling, meaning or both of these in a dictionary. Use grammatical terminology for Year 5 understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p>	<p>Participate in discussions, presentations, performances, role play, improvisations and debates. 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.</p>
Spellings Summer 1 and 2 from No Nonsense Spelling Scheme			
Revisit			

Strategies at the point of writing: Have a go A range of strategies for learning words

Homophones

(cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)

Suffixes

Problem suffixes

Dictionary

Teach use of dictionary to check words, refer- ring to the first three or four letters

Proofreading

Check writing for misspelt words that are on the Years 5 and 6 word list

Morphology/ Etymology

Teach morphemic and etymological strategies to be used when learning specific words

Learning and Practising spellings

Pupils:

- Learn selected words taught in new knowledge this term.
- Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)
- Learn words from personal lists.

Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 5 and 6 word list.