



SUBJECT: English

YEAR GROUP: 5/6

Year in Cycle : Cycle 1

NATIONAL CURRICULUM	ADDITIONAL SCHOOL CURRICULUM
<p>Reading – word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet. <p>Reading – comprehension Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <ul style="list-style-type: none"> • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction <p>Spelling (see <u>English Appendix 1</u>) Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused 	<ul style="list-style-type: none"> • Persuasive writing-adverts, • Balanced arguments (Barnston By-pass) • Instruction writing • Key Comprehension – Black Beauty • Key Comprehension – Sam • KS2 past SATs Paper-Reading Comprehension • Comprehension – The Green Genie

- 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
- 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
- use a thesaurus.

Writing – composition

Pupils should be taught to:

- plan their writing by:
 - 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
- draft and write by:
 - 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 [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - 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
 - proof-read for spelling and punctuation errors

Writing – vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in Appendix by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:

- Pantomime recount
- Description of Medusa – physical appearance
- I was there – The Trojan Horse
- Legend of Zeus – persuasive letter
- Writing a Myth with artefact
- Diary entry – Bess or Tim
- Job description – The Highwayman
- Newspaper report of The Highwayman
- Diary account of Korean Cinderella
- Newspaper article – The Three Little Pigs
- Story board for younger children – The Little Pigs

- Introduce and recap on Alan Peat's sentence types and corresponding punctuation
- Reinforce these with quiz trade cards to explain and identify punctuation and sentence structure
- Weekly coverage of grammar and punctuation in Literacy Time carousel

- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list

ENTERPRISE

SOCIAL, SPIRITUAL, MORAL & CULTURAL

SCHOOL DRIVERS

- Children take responsibility for displays and presentation of own work in Creative Literacy Books
- Children have opportunity to lead assemblies
- Scholastics book fair run by Y6
- Fruit to suit – marketing and promoting/persuading
- Chinese New Year – made book marks

- PSHE – circle time – weekly (see planning)
- Collaborative work – daily
- Assemblies led by children on – poverty, bullying, racism,
- Empathy with all characters – various
- Finding solutions and problem solving
- World Book Day – sharing reading
- Elimination of racial discrimination – poetry