



Vocabulary, grammar and punctuation (statutory requirements)

Year Y5 pupils should be taught to:

Develop their understanding of the concepts in English Appendix 2 by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence.
- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.
- Learning the grammar for Y5 in English Appendix 2.

Indicate grammatical and other features by:

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

Pupils should be taught to not only understand what the terminology means e.g adjective; they should also be able to identify the type of word, clause or sentence they see, without being given the name.

‘What type of sentence is this?’

‘Which word group do these words belong to?’

Due to the nature of our English curriculum, these objectives are taught and consolidated throughout the three terms; there is no requirement to split them. This allows for progression within each objective, as well as consolidation to prepare the pupils for the next year group.

Y5 Word	Y5 Sentence	Y5 Text	Y5 Punctuation	Y5 Terminology for pupils
♦ The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover, go in – enter). ♦ How words are related by meaning as synonyms and antonyms (e.g. big, large, little)	♦ Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)). ♦ The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags) or the use of subjunctive forms such as 'If I were to come' in some very formal writing and speech.	♦ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connection (e.g. the use of adverbials such as on the other hand, in contrast), and ellipsis. ♦ Layout devices, (e.g. headings, columns) to structure text.	♦ Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. I'm fed up). ♦ Use of the colon to introduce a list and use of semi-colons within lists. ♦ Punctuation of bullet points to list information. ♦ How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark).	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Spelling:

Year 5 should follow the Twinkl Year 5 spelling pattern sequence. Weekly spellings to learn are based on 5 words that they know each week, and 4 from previous weeks. This reinforces previous learning and keeps their knowledge fresh. Spelling tests are to be presented in GPS or English books, using the agreed format of sentence/context.

The use of Spelling Shed is also important within the learning of spelling, and assignments can be made each week to reflect their class learning.

Reading (statutory requirements)

Year 5 pupils should be taught to:

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet.

Maintain positive attitudes to reading and understanding what they have read by:

- Continuing to read and discuss an increasingly wide range of fiction, poetry, play, non-fiction and reference books or text books.
- Reading books that are structured in different ways and reading for a range of purposes.
- Using dictionaries to check the meaning of words that they have read

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.

Recommending books that they have read to their peers, giving reasons for their choices.

Identifying and discussing themes and conventions in an across a wide range of writing.

Making comparisons within and across books.

Learning a wider range of poetry by heart.

Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, and volume so that the meaning is clear to an audience.

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.

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.
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Identifying how language, structure and presentation contribute to meaning.

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Distinguish between statements of fact and opinion.

Retrieve, record and present information from non-fiction.

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.

Evidence of the reading spine should be evident in every classroom, e.g. a display with the fiction and non-fictions texts being used during the unit of work.

In every class, there should be a focus on the dedicated teaching of reading; this is **essential**. Pupils must be taught to fully explain and comprehend what they read, through class reading and home reading. It is crucial that comments in reading records by staff members acknowledge the pupil's actual understanding of what they read, showing that a discussion has been held to ascertain the level of understanding of what the pupil reads. This must be shown at each reading stage before they move up. The use of a class text promotes the love of reading from the teacher, and should be focused on when possible.

Y5 Writing (statutory requirements)

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 which they 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).

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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.

Proofreading for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Handwriting

Handwriting should be taught regularly and reinforced throughout the curriculum by having a clear expectation of pupils to put their handwriting skills into practice, rather than just in a discrete lesson. Pupils across school should be taught the 'looped k' and this should be modelled for pupils. It is also essential that adults in school use correct formation when writing on the board.

Spoken language

There should be a consistent approach to spoken grammar; pupils must be corrected when their grammar is incorrect and they should have correct grammar modelled to them.

Text focus:

Writing is based on texts (including non-fiction texts) and should include a wide range of writing, e.g. reports, narratives, descriptions, instructions, diary entries, reflective accounts, etc.

Reading spine:

A range of texts which complement the chosen whole class texts are also being included in our teaching of reading. This is part of our commitment to widening the breadth of texts used, and including more non-fiction texts in our daily teaching. This can be in the form of sections of texts, online texts, non-fiction books or websites.

Reading domains:

The focus of reading for each week should be featured through the reading domains, which must be evidenced every week in English.