

Key Learning in English – Year 5

Spoken Language	Reading – word reading	Reading – comprehension	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use knowledge of root words to understand meanings of words • Apply knowledge of prefixes to understand meaning of new words • Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably</i>, • Read and understand meaning of words on Y5/6 word list – see bottom • Use punctuation to determine intonation and expression when reading aloud to a range of audiences 	<p>Maintain positive attitudes to reading and understanding what they read by:</p> <ul style="list-style-type: none"> • Listening to and discussing a range of fiction, poetry, plays and nonfiction which they might not choose to read themselves • Regularly listening to whole novels read aloud by the teacher from an increasing range of authors • Exploring themes within and across texts e.g. loss, heroism, friendship • Making comparisons within a text e.g. characters' viewpoints of same events • Analysing the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i> • Recommending books to their peers with reasons for choices • Reading books and texts that are structured in different ways for a range of purposes • Expressing preferences about a wider range of books including modern fiction, traditional stories and myths and legends • Learning a wider range of poems by heart • Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience • Understand what they read by: <ul style="list-style-type: none"> • Checking that the book makes sense to them and demonstrating understanding e.g. <i>through discussion, use of reading journals</i> • Exploring meaning of words in context • Demonstrating active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i> • Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence • Predicting what might happen from information stated and implied • Re-read and reads ahead to locate clues to support understanding • Scanning for key words and text marking to locate key information • Summarising main ideas drawn from more than one paragraph and identifying key details which support this • Identifying how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i> • Discuss and evaluate how authors use language including figurative language, considering the impact on the reader • Exploring, recognising and using the terms metaphor, simile, imagery • Explaining the effect on the reader of the authors' choice of language • Distinguish between statements of fact or opinion within a text • 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 • 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 • Preparing formal presentations individually or in groups • Using notes to support presentation of information • Responding to questions generated by a presentation • Participating in debates on an issue related to reading (fiction or nonfiction) • Provide reasoned justifications for their views • Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation) 	
Writing – composition		Writing – transcription	
vocabulary, grammar & punctuation	composition	spelling	handwriting
<ul style="list-style-type: none"> • Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i> • Create and punctuate complex sentences using <i>ed</i> openers • Create and punctuate complex sentences using <i>ing</i> openers • Create and punctuate complex sentences using simile starters • Demarcate complex sentences using commas and explore ambiguity of meaning • Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i> • Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i> • Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i> • Identify and use brackets and Dashes • Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs • Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i> 	<ul style="list-style-type: none"> • Plan their writing by: <ul style="list-style-type: none"> • Identifying the audience and purpose • Selecting the appropriate language and structures • Using similar writing models • Noting and developing ideas • Drawing on reading and research • Thinking how authors develop characters and settings (in books, films and performances) • Draft and write by: <ul style="list-style-type: none"> • Selecting <i>appropriate</i> grammar and vocabulary • Blending action, dialogue and description within and across paragraphs • Using devices to build cohesion • (see VGP column) • Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes</i> • Evaluate and edit by: <ul style="list-style-type: none"> • Assessing the effectiveness of own and others' writing in relation to audience and purpose • Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning • Ensuring consistent and correct use of tense throughout a piece of writing • Ensuring consistent subject and verb agreement • Proofreading for spelling and punctuation errors • Perform own compositions for different audiences: <ul style="list-style-type: none"> • Using appropriate intonation and volume • Adding movement • Ensuring meaning is clear 	<ul style="list-style-type: none"> • Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. • Use further prefixes and suffixes and understand the guidelines for adding them • Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i> • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • 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 • Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs • Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i> 	<ul style="list-style-type: none"> • Write fluently • Choose when it is appropriate to print or join writing e.g. <i>printing for labelling a scientific diagram</i>