Programme of Study- Year 5-6

Word Reading
Pupils should be taught to: a)   apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 SPELLING   LIST, both to read aloud and to understand the meaning of new words they meet   b)   read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading Comprehension

Pupils should be taught to:

1. **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
- reading books that are structured in different ways and reading for a range of purposes
- 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 tradition
- 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
- making comparisons within and across books
- learning a wider range of poetry by heart
- 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

2. **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 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
- provide reasoned justifications for their views

Writing Composition

Pupils should be taught to:

1. **plan their writing by:**

a) identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their
     own

b) noting and developing initial ideas, drawing on reading and research where necessary

c) in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

2. **draft and write by:**

d) selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

e) in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

f) précising longer passages

g) using a wide range of devices to build cohesion within and across paragraphs

h) using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points,
     underlining]

3. **evaluate and edit by:**

a) assessing the effectiveness of their own and others' writing

b) proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

c) ensuring the consistent and correct use of tense throughout a piece of writing

d) ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and
     choosing the appropriate register

e) proof-read for spelling and punctuation errors

f) perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing: Transcription

Writing: Vocab, Grammar & Punctuation

Pupils should be taught to:

Pupils should be taught to:

a)   develop their understanding of the concepts set out in English Appendix 2 by:

b)   recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

c)   using passive verbs to affect the presentation of information in a sentence

d)   using the perfect form of verbs to mark relationships of time and cause

e)   using expanded noun phrases to convey complicated information concisely

f)   using modal verbs or adverbs to indicate degrees of possibility

g)   using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

h)   learning the grammar for years 5 and 6 in English Appendix 2 WORD TEXT PUNCTUATION GRAMMAR

i)   indicate grammatical and other features by:

j)   using commas to clarify meaning or avoid ambiguity in writingki)   using hyphens to avoid ambiguity

j)   using brackets, dashes or commas to indicate parenthesis

k)   using semi-colons, colons or dashes to mark boundaries between independent clauses

l)   using a colon to introduce a list

m)   punctuating bullet points consistently

n)   use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Handwriting

Pupils should be taught to:

a)   write legibly, fluently and with increasing speed by:

b)   choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

c)   choosing the writing implement that is best suited for a task

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form. Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear

Spelling
(For spellings list refer to English Appendix 1)   **Pupils should be taught to:**   a)   use further prefixes and suffixes and understand the guidance for adding them   b)   spell some words with 'silent' letters [for example, knight, psalm, solemn]   c)   continue to distinguish between homophones and other words which are often confused   d)   use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as   listed in Appendix word/text/   e)   use dictionaries to check the spelling and meaning of words   f)   use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary   g)   use a thesaurus

Speaking & Listening

<u>Pupils should be taught to:</u>

Speaking

Speak competently and creatively for different purposes and audiences, reflecting on impact and response.

Year 5: Tell a story using notes designed to cue techniques, such as repetition, recap and humour.

Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language.

Year 6: Use a range of oral techniques to present persuasive arguments and engaging narratives.

Participate in whole-class debate using the conventions and language of debate, including standard English.

Explore, develop and sustain ideas through talk.

Year 5: Use and reflect on some ground rules for sustaining talk and interactions.

Year 6: Use and explore different question types and different ways words are used, including in formal and informal contexts.

Listening

Understand, recall and respond to speakers' implicit and explicit meanings.

Year 5: Identify different question types and evaluate their impact on the audience.

Year 6: Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose.

Explain and comment on speakers' use of language, including vocabulary, grammar and non-verbal features.

Year 5: Identify some aspects of talk that vary between formal and informal occasions.

Analyse the use of persuasive language

Year 6: Analyse and evaluate how speakers present points effectively through use of language and gesture.

Listen for language variation in formal and informal contexts.

Group discussion and interaction

Take different roles in groups to develop thinking and complete tasks.

Year 5: Plan and manage a group task over time using different levels of planning.

Understand different ways to take the lead and support others in groups.

Participate in conversations, making appropriate contributions building on others' suggestions and responses.

Year 5: Understand the process of decision making.

Year 6: Consider examples of conflict and resolution, exploring the language used.

Understand and use a variety of ways to criticise constructively and respond to criticism.

Drama

Use dramatic techniques including work in role to explore ideas and texts.

Year 5: Reflect on how working in role helps to explore complex issues.

Year 6:Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires.

Create, share and evaluate ideas and understanding through drama.

Year 5: Perform a scripted scene making use of dramatic conventions.

Use and recognise the impact of theatrical effects in drama.

Year 6: Devise a performance considering how to adapt the performance for a specific audience.

Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas

Appendix 1
Spelling

Objective	Rules and Guidance	Examples	Notes
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	
Endings which sound like /ʃəl/	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	http://www.schoolslinks.co.uk/SpellingBank.pdf	

| Words ending in –ant, –ance/–ancy, –ent, -ence/–ency | Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.

Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position.

There are many words, however, where the above guidance does not help. These words just have to be learnt. | observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)assistant, assistance, obedient, obedience, independent, independence http://www.schoolslinks.co.uk/SpellingBank.pdf | |

Objective	Rules and Guidance	Examples	Notes
Words ending in –able and –ible Words ending in –ably and –ibly	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly	

Objective	Rules and Guidance	Examples	Notes
Adding suffixes beginning with vowel letters to words ending in –fer	The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference	
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own	
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling http://www.schoolslinks.co.uk/ SpellingBank.pdf Pg 55	
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough	

Objective	Rules and Guidance	Examples	Notes
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight http://www.schoolslinks.co.uk/ SpellingBank.pdf Page 11	
Homophones and other words that are often confused	In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.	advice/advise device/devise licence/license practice/practise prophecy/prophesy More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).	

Objective	Rules and Guidance	Examples	

Homophones and other words that are often confused (continued) Examples from year 3 / year 4 accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether,	descent: the act of descending (going down). dissent: to disagree/ disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.	principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)	

Appendix 2

Vocabulary, Grammar & Punctuation

WORD Year 5	SENTENCE Year 5	TEXT Year 5	PUNCTUATION Year 5
• Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–]	• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • 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]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity **Terminology for Year 5** (previous years and..) modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

WORD Year 6	SENTENCE Year 6	TEXT Year 6	PUNCTUATION Year 6
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] •How words are related by meaning as synonyms and antonyms [for example, big, large, little].	•Use of the passive to affect the presentation of information in a sentence [for example, 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 [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they 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 connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis •Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] **Terminology for Year 6** subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	•Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; 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 [for example, man eating shark versus man-eating shark, or recover versus re-cover]