

# Griffe Field Primary School 2014 English Curriculum Overview - Year 5



Spoken Language	Reading – Word	Reading - Comprehension	Writing – transcription	Writing – handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Listen and respond appropriately to adults and their peers</li> <li>-Ask relevant questions to extend their understanding and knowledge</li> <li>-Use relevant strategies to build their vocabulary</li> <li>-Articulate and justify answers, arguments and opinions</li> <li>-Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>-Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>-Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>-Speak audibly and fluently with an increasing command of the Standard English</li> </ul>	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> <li>-Apply their growing knowledge of root words, prefixes and suffixes as listed in Appendix both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<p>Pupils should be taught to :</p> <p>Maintain positive attitudes to reading and understanding of what they read by :</p> <ul style="list-style-type: none"> <li>-Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-Reading books that are structured in different ways and reading for a range of purposes</li> <li>-Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our heritage and books from other cultures and traditions</li> <li>-Recommending books that they have read to their peers, giving reasons for their choices</li> <li>-Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>-Making comparisons within and across books</li> <li>-Learning a wider range of poetry by heart</li> </ul>	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> <li>-Use further prefixes and suffixes and understand the guidance for adding them</li> <li>-Spell some words with “silent” letters (for example psalm)</li> <li>-Continue to distinguish between homophones and other words which are often confused</li> <li>-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 5</li> <li>-use dictionaries to check the spelling and meaning of words</li> <li>-use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>-use a thesaurus</li> </ul>	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> <li>-Write legibly, fluently and with increasing speed by:</li> <li>-Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>-Choosing the writing implement that is best suited for a task.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-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</li> <li>-Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>-In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>-Draft and write by Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs</li> <li>-Using further organisational and presentational devices to</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-Develop their understanding of the concepts set out in Appendix 2</li> <li>-Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>-Using passive verbs to affect the presentation of information in a sentence</li> <li>-Using the perfect form of verbs to mark relationships of time and cause</li> <li>-Using expanded noun phrases to convey complicated information concisely</li> <li>-Using modal verbs or adverbs to indicate degrees of possibility</li> <li>-Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</li> <li>-Learning the grammar for years 5 and 6 in Appendix</li> <li>-Indicate grammatical and other features by :</li> </ul>

<ul style="list-style-type: none"> <li>-Participate in discussions, presentations, performances, role play , improvisations and debates</li> <li>-Gain , maintain and monitor the interest of the listeners.</li> <li>-Consider and evaluate different viewpoints, attending to and building on the contribution of others</li> <li>-Select and use appropriate registers for effective communication</li> </ul>		<ul style="list-style-type: none"> <li>-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</li> <li>-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>-Distinguish between statements of fact and opinion</li> <li>-Retrieve, record and present information from non-fiction</li> <li>-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</li> <li>-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</li> <li>-Provide reasoned justifications for their views</li> </ul>			<ul style="list-style-type: none"> <li>structure text and to guide the reader ( eg headings, bullet points)</li> <li>-Evaluate and edit by Assessing the effectiveness of their own and others' writing</li> <li>-Proposing changes to vocabulary , grammar and punctuation to enhance effects and clarify meaning</li> <li>-Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-Ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>-Proof reading for spelling and punctuation errors.</li> <li>-Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>-Using commas to clarify meaning or avoid ambiguity in writing</li> <li>-Using hyphens to avoid ambiguity in writing</li> <li>-Using brackets , dashes or commas to indicate parenthesis</li> <li>-Using semi colons, colons or dashes to mark boundaries between independent clauses</li> <li>-Using a colon to introduce a list</li> <li>-Punctuating bullet points consistently</li> <li>-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>
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