

English: Year 5 Autumn 2 Text: *The Tempest*

Word Reading

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

Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand the guidance for adding them

Vocabulary, Grammar & Punctuation

- Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] (LKS2)
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (LKS2)
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) (LKS2)
- Fronted adverbials [for example, Later that day, I heard the bad news.] (LKS2)
- 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]
- Brackets, dashes or commas to indicate parenthesis
- How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6)

Reading Comprehension

- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- 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
- Identifying and discussing themes and conventions in and across a wide range of writing
- Learning a wider range of poetry by ear
- 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
- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- 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
- Provide reasoned justifications for their views

Writing (Composition)

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- 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
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Week	Objective	Word list words	Words containing the suffix -ate, -ify, -en	Homophones and other words that are often confused (continued)	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Words containing the letter-string ough	Words with the /i:/ sound spelt ei after c	Use of the hyphen	Adding suffixes beginning with vowel letters to words ending in -fer	Words ending in -able and -ible, -ably and -ibly	Words ending in -ant, -ance/-ancy,	Words ending in -ent, -ence/-ency	Endings which sound like /jəl/	Endings which sound like /jes/ spelt -cious or -tious
1													✓	
2			✓											
3									✓					
4						✓								

Word list coverage

correspond
interfere
mischievous
sincere(ly)
signature
twelfth
yacht

English: Year 5 Autumn 2 Text: *The Odyssey*

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

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

Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand the guidance for adding them
- 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 a thesaurus

Vocabulary, Grammar & Punctuation

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

- 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 (i.e. omitted) relative pronoun
- Learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- 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
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Reading Comprehension

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 traditions

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
- 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

Writing (Composition)

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
- Using a wide range of devices to build cohesion within and across paragraphs

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

Week	Objective														
1	✓														
2								✓							
3											✓				
4															✓
Word list words		Words containing the suffix -ate, -ify, -en													
Homophones and other words that are often confused (continued)		Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)													
Words containing the letter-string ough															
Words with the /i:/ sound spelt ei after c															
Use of the hyphen															
Adding suffixes beginning with vowel letters to words ending in -fer															
Words ending in -able and -ible, -ably and -ibly															
Words ending in -ant, -ance/-ancy,															
Words ending in -ent, -ence/-ency															
Endings which sound like /ə/															
Endings which sound like /jes/ spelt -cious or -tious															
Additional coverage from Year 3/4															

Word list coverage

ancient
competition
lightning
mischievous
relevant
physical