

English: Year 5 Spring 1 Text: *The Lost Thing*

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)

- Identify an increasing range of homophones and other words that are often confused
- Spell words containing the 'ough' grapheme and identify alternative pronunciations
- To recognise and spell the suffix cian/tion/ssion/sion

Vocabulary, Grammar & Punctuation

- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials
- Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Reading Comprehension

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

- Reading books that are structured in different ways and reading for a range of purposes

Understand what they read by:

- Asking questions to improve their understanding
- Identifying how language, structure and presentation contribute to meaning
- Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader
- Providing reasoned justifications for their views

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 they have read, listened to or seen performed

Draft and write by:

- 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
- Using further organisational and presentational devices to structure text

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing

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 /t/ 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 /əs/ spelt -cious or -tious
1		✓												
2										✓				
3											✓			

Word list coverage

according
curiosity
familiar
identity
immediate(ly)
leisure
recommend
suggest

English: Year 5 Spring 1 Text: *Freedom Bird*

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 (where words are spelt differently in UK English to American English)

Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out 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 expanded noun phrases to convey complicated information concisely
- 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]
- Use of commas to clarify meaning or avoid ambiguity

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
- 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

Understand what they read by:

- 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
- Provide reasoned justifications for their views

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

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
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Proof-reading for spelling and punctuation errors

Week	Objective													
1	✓	Word list words	Words containing the suffix -ate, -ity, -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 /z/ 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 /ʃə/ spelt -itious or -tious
2			✓											
3													✓	

Word list coverage

accompany
desperate
necessary
persuade
prejudice
privilege
sufficient