

## English: Year 5 Spring 2 Text: *The Lost Happy Endings*

### 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
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused
- Use dictionaries to check the spelling and meaning of words

### Vocabulary, Grammar & Punctuation

- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- Indicate degrees of possibility using modal verbs [for example, might, should, will, must]
- Use expanded noun phrases as a descriptive device [revision from LKS2]
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example the use of subjunctive forms)
- Indicate grammatical and other features by:
- Using commas to clarify meaning or avoid ambiguity in writing
- Using semi-colons, colons or dashes to mark boundaries between independent clauses

### Reading Comprehension

#### Understand what they read by:

- Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Distinguishing between statements of fact and opinion
- Participating in discussions, building on their own and others' ideas and challenging views courteously

### Writing (Composition)

#### Plan 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

#### Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choice can change and enhance meaning
- 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 effect

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 /ə/	Endings which sound like /jes/ spelt -cious or -tious
1		✓												
2														✓
3									✓					

### Word list coverage

achieve  
desperate  
disastrous  
interfere  
mischievous

## English: Year 5 Spring 2 Text: *Beowulf*

### 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 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 the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus

### Vocabulary, Grammar & Punctuation

- 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]
- 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
- Use of expanded noun phrases to convey complicated information concisely
- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6)
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)

### Reading Comprehension

- Making comparisons within and across books
- 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 - Identifying and discussing themes and conventions in and across a wide range of writing
- 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
- 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
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 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 - Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

