

English: Year 5 Summer 1 Text: *Kaspar: Prince of Cats*

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

Reading Comprehension

- 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
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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

Vocabulary, Grammar & Punctuation

- Using passive verbs to affect the presentation of information in a sentence
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using commas to clarify meaning or avoid ambiguity in writing
- 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]
- Punctuation of bullet points to list information

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
- Noting and developing initial ideas, drawing on reading and research where necessary
- Précising longer passages
- Assessing the effectiveness of their own and others' writing
- Proof-reading for spelling and punctuation errors

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 /jæs/ spelt -cious or -tious
1														✓
2						✓								
3		✓												

Word list coverage

disastrous
harass
hindrance
immediate(ly)
restaurant
twelfth
yacht

English: Year 5 Summer 1 Text: *Anne Frank*

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

Vocabulary, Grammar & Punctuation

- 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]
- How words are related by meaning as synonyms and antonyms
- 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]

Reading Comprehension

- 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
- Making comparisons within and across books asking questions to improve their understanding
- 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
- Identifying and discussing themes and conventions in and across a wide range of writing

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
- 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
- Assessing the effectiveness of their own and others' writing
- Ensuring the consistent and correct use of tense throughout a piece of writing

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1								✓						
2		✓												

Word list coverage

correspond
marvellous
occupy
sincere(ly)
signature
soldier