

English: Year 5 Summer 2 Text: *Curiosity*

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 the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus

Vocabulary, Grammar & Punctuation

- Using expanded noun phrases to convey complicated information concisely
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Use of commas to clarify meaning or avoid ambiguity
- Brackets, dashes or commas to indicate parenthesis
- Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] (V6)

Reading Comprehension

- 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
- 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
- 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)

- 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
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- 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
- Proof-read 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 /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 /es/ spelt -cious or -tious
1		✓												
2										✓				
3					✓									

Word list coverage

communicate
curiosity
environment
existence
system
temperature
vehicle

English: Year 5 Summer 2 Text: *High Rise Mystery*

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
- 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

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 /səl/	Endings which sound like /ʃəs/ spelt -cious or -tious
1		✓												
2						✓								
3									✓		✓	✓		

Word list coverage

amateur
 achieve
 apparent
 attached
 conscience
 controversy
 explanation
 guarantee
 harass
 hindrance
 symbol