# Shiney Row Primary School
# Year 5&6 – English Programme of Study

## Reading

| Reading – guided reading | Key Stage | Objective | Child Speak Target |
|---|---|---|---|
| | KS 2 Y5/6 AF2 | Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. | *I can present or debate on topics I have read about, using notes if necessary.* |
| | KS 2 Y5/6 AF2 | Provide reasoned justifications for their views. | *I am able to justify my views.* |
| | KS 2 Y5/6 AF2 | Retrieve, record and present information from non-fiction. | *I can retrieve, record and present information from non-fiction.* |
| | KS 2 Y5/6 AF2 | Asking questions to improve their understanding. | *I can ask questions about what I have read to further improve my understanding.* |
| | KS 2 Y5/6 AF2/3 | Predicting what might happen from details stated and implied. | *From my reading, I can predict what may happen in a story from details given and suggested in the text.* |
| | KS 2 Y5/6 AF2/6 | Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. | *I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.* |
| | KS2 Y5/6 AF3 | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. | *I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.* |
| | KS2 Y5/6 AF3 | Distinguish between statements of fact and opinion. | *I can distinguish between statements of fact and opinion.* |
| | KS2 Y5/6 AF4 | Identifying how language, structure and presentation contribute to meaning. | *I can show how language, structure and presentation all contribute to meaning in texts I read.* |
| | KS2 Y5/6 AF4/6 | Reading books that are structured in different ways and reading for a range of purposes. | *I understand what I read, even though books are set out in different ways and are written for different purposes.* |
| | KS2 Y5/6 AF5 | Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. | *I check my understanding of books I have read through discussion and exploring the meaning of words.* |
| | KS2 Y5/6 AF5 | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. | *I know authors use particular language which will have impact on me, the reader.* |
| | KS2 Y5/6 AF7 | 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. | *I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own.* |
| Reading – reading and spelling | KS 2 Y5/6 | 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. | *I use the words and word parts that I can read and understand already to think about what new words mean and sound like.* |
| Reading – comprehension | KS 2 5/6 | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | *I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.* |
| | KS 2 5/6 | 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. | *I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions.* |
| | KS 2 5/6 | Recommending books that they have read to their peers, giving reasons for their choices. | *I like to recommend books I have read to my friends.* |
| | KS 2 5/6 | Learning a wider range of poetry by heart. | *I have learnt a wider range of poems by heart.* |
| | KS 2 5/6 | 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. | *I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.* |

| Writing | | |
|---|---|---|
| **Writing – transcription** | **Statutory** | **Non-Statutory** |
| **Handwriting** | Write legibly, fluently and with increasing speed by:<br>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters<br>• choosing the writing implement that is best suited for a task. | Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form. |
| **Spelling** | • use further prefixes and suffixes and understand the guidance for adding them<br>• spell some words with 'silent' letters [for example, knight, psalm, solemn]<br>• continue to distinguish between homophones and other words which are often confused<br>• 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<br>• use dictionaries to check spelling and meaning<br>• use the first three or four letters of a word to check spelling, meaning or both  in a dictionary<br>• use a thesaurus | As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. |
| **Writing – composition** | Plan their writing by:<br>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own<br>• noting and developing initial ideas, drawing on reading and research<br>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed<br>Draft and write by:<br>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning<br>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action<br>• précising longer passages<br>• using a wide range of devices to build cohesion within and across paragraphs<br>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]<br>Evaluate and edit by:<br>• assessing the effectiveness of own and others' writing<br>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<br>• ensuring the consistent and correct use of tense throughout writing<br>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register<br>• proof-read for spelling and punctuation errors<br>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear. |

| Writing – vocabulary, grammar and punctuation | Develop their understanding of the concepts set out in English Appendix 2 by:<br>• **recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms**<br>• **using passive verbs to affect the presentation of information in a sentence**<br>• **using the perfect form of verbs to mark relationships of time and cause**<br>• **using expanded noun phrases to convey complicated information concisely**<br>• **using modal verbs or adverbs to indicate degrees of possibility**<br>• **using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun**<br>• **learning the grammar for years 5 and 6 in English Appendix 2**<br><br>Indicate grammatical and other features by:<br>• **using commas to clarify meaning or avoid ambiguity in writing**<br>• **using hyphens to avoid ambiguity**<br>• **using brackets, dashes or commas to indicate parenthesis**<br>• **using semi-colons, colons or dashes to mark boundaries between independent clauses**<br>• **using a colon to introduce a list**<br>• **punctuating bullet points consistently**<br>• **Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.** | Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. |

## Writing – vocabulary, grammar and punctuation Year 5

| Word structure | Sentence structure | Text structure | Punctuation | Terminology for pupils |
|---|---|---|---|---|
| • Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate;–ise; –ify*]<br>• **Verb prefixes** [for example, *dis–, de–,mis–, over– and re–*] | • **Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun<br>• 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*]<br>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<br>Use of commas to clarify meaning or avoid ambiguity | modal verb, relative pronoun<br>relative clause<br>parenthesis, bracket, dash<br>cohesion, ambiguity |

## Writing – vocabulary, grammar and punctuation Year 6

| Word structure | Sentence structure | Text structure | Punctuation | Terminology for pupils |
|---|---|---|---|---|
| The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]<br>How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]. | 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)*].<br>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] | 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**<br>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] | Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]<br>Use of the colon to introduce a list and use of semi-colons within lists<br>**Punctuation** of bullet points to list information<br>How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*] | subject, object<br>active, passive<br>synonym, antonym<br>ellipsis, hyphen, colon, semi-colon, bullet points |

| Spelling (Years 5 & 6) | | |
|---|---|---|
| **Statutory** | **Rules and guidance: (non-statutory)** | **Example words (non-statutory)** |
| • **Endings which sound like /ʃəs/ spelt –cious or –tious** | Not many common words end like this.<br><br>If the root word ends in **–ce**, the /ʃ/ sound is usually spelt as **c** – e.g. *vice – vicious, grace – gracious, space – spacious, malice – malicious.*<br><br>**Exception**: *anxious*. | vicious, precious, conscious, delicious, malicious, suspicious<br><br>ambitious, cautious, fictitious, infectious, nutritious |
| • **Endings which sound like /ʃəl/** | **–cial** is common after a vowel letter and **–tial** after a consonant letter, but there are some exceptions.<br>**Exceptions**: initial, financial, commercial, provincial (the spelling of the last three is clearly related to *finance, commerce* and *province*). | official, special, artificial, partial, confidential, essential |
| • **Words ending in –ant,<br>–ance/–ancy,<br>–ent,<br>–ence/–ency** | Use **–ant** and **–ance/–ancy** if there is a related word with a /æ/ or /eɪ/ sound in the right position; **–ation** endings are often a clue.<br><br><br><br><br><br>Use **–ent** and **–ence/–ency** after soft **c** (/s/ sound), soft **g** (/dʒ/ sound) and **qu**, or if there is a related word with a clear /ɛ/ sound in the right position.<br>There are many words, however, where the above guidance does not help. These words just have to be learnt. | observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)<br><br>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)<br><br>assistant, assistance, obedient, obedience, independent, independence |
| • **Words ending in –able and<br>–ible** | The **–able/–ably** endings are far more common than the **–ible/–ibly** endings.<br>As with **–ant** and **–ance/–ancy**, the **–able** ending is used if there is a related word ending in **–ation**.<br><br><br><br>If the **–able** ending is added to a word ending in **–ce** or **–ge**, the **e** after the **c** or **g** must be kept as those letters would otherwise have their 'hard' sounds (as in *cap* and *gap*)before the **a** of the **–able** ending.<br>The **–able** ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in **–ation**. The first five examples opposite are obvious; in *reliable*, the complete word *rely* is heard, but the **y** changes to **i** in accordance with the rule.<br>The **–ible** ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*). | adorable/adorably (adoration),<br>applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)<br>changeable, noticeable, forcible, legible<br><br><br><br>dependable, comfortable, understandable, reasonable, enjoyable, reliable<br><br><br><br>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly |
| • **Adding suffixes beginning with vowel letters to words ending in** | The **r** is doubled if the **–fer** is still stressed when the ending is added. | referring, referred, referral, preferring, preferred, transferring, transferred |

| | | |
|---|---|---|
| **–fer** | The **r** is not doubled if the **–fer** is no longer stressed. | reference, referee, preference, transference |
| • **Use of the hyphen** | Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. | co-ordinate, re-enter,<br>co-operate, co-own |
| • **Words with the /i:/ sound spelt ei after c** | The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.<br><br>Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound). | deceive, conceive, receive, perceive, ceiling |
| • **Words containing the letter-string ough** | ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds. | ought, bought, thought, nought, brought, fought<br>rough, tough, enough<br>cough<br>though, although, dough<br>through<br>thorough, borough<br>plough, bough |
| • **Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)** | Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight,there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch. | doubt, island, lamb, solemn, thistle, knight |
| • **Homophones and other words that are often confused** | In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.<br><br>More examples:<br>aisle: a gangway between seats (in a church, train, plane).<br>isle: an island.<br>aloud: out loud.<br>allowed: permitted.<br>affect: usually a verb (e.g. The weather may affect our plans).<br>effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business).<br>altar: a table-like piece of furniture in a church.<br>alter: to change.<br>ascent: the act of ascending (going up).<br>assent: to agree/agreement (verb and noun).<br>bridal: to do with a bride at a wedding.<br>bridle: reins etc. for controlling a horse.<br>cereal: made from grain (e.g. breakfast cereal).<br>serial: adjective from the noun series – a succession of things one after the | advice/advise<br>device/devise<br>licence/license<br>practice/practise<br>prophecy/prophesy<br><br>farther: further<br>father: a male parent<br>guessed: past tense of the verb guess<br>guest: visitor<br>heard: past tense of the verb hear<br>herd: a group of animals<br>led: past tense of the verb lead<br>lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)<br>morning: before noon<br>mourning: grieving for someone who has died<br>past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me)<br>passed: past tense of the verb 'pass' (e.g. I passed him in the road)<br>precede: go in front of or before |

other.

compliment: to make nice remarks about someone (verb) or the remark that is made (noun).

complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).

descent: the act of descending (going down).

dissent: to disagree/disagreement (verb and noun).

desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)

dessert: (stress on second syllable) a sweet course after the main course of a meal.

draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help)

draught: a current of air.

proceed: go on

principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)

principle: basic truth or belief

profit: money that is made in selling things

prophet: someone who foretells the future

stationary: not moving

stationery: paper, envelopes etc.

steal: take something that does not belong to you

steel: metal

wary: cautious

weary: tired

who's: contraction of who is or who has

whose: belonging to someone (e.g. Whose jacket is that?)

# Spelling Appendix - Statutory (Years 5 & 6)

| Year 5 | | Year 6 | |
|---|---|---|---|
| accommodate | correspond | identity | queue |
| accompany | criticise (critic + ise) | immediate(ly) | recognise |
| according | curiosity | individual | recommend |
| achieve | definite | interfere | relevant |
| aggressive | desperate | interrupt | restaurant |
| amateur | determined | language | rhyme |
| ancient | develop | leisure | rhythm |
| apparent | dictionary | lightning | sacrifice |
| appreciate | disastrous | marvellous | secretary |
| attached | embarrass | mischievous | shoulder |
| available | environment | muscle | signature |
| average | equip (–ped, –ment) | necessary | sincere(ly) |
| awkward | especially | neighbour | soldier |
| bargain | exaggerate | nuisance | stomach |
| bruise | excellent | occupy | sufficient |
| category | existence | occur | suggest |
| cemetery | explanation | opportunity | symbol |
| committee | familiar | parliament | system |
| communicate | foreign | persuade | temperature |
| community | forty | physical | thorough |
| competition | frequently | prejudice | twelfth |
| conscience* | government | privilege | variety |
| conscious* | guarantee | profession | vegetable |
| controversy | harass | programme | vehicle |
| convenience | hindrance | pronunciation | yacht |

**Non-statutory**

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

**Examples:**

*Conscience* and *conscious* are related to *science: conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.

The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *–sper-* part comes from the Latin *spero,* meaning 'I hope', in which the **e** was clearly sounded.

*Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.