



Lowerhouse Junior School Key Learning in English – Year 5



Word Reading

As above and:

- Use knowledge of root words to understand meanings of words.
- Apply knowledge of prefixes to understand meaning of new words.
- Use suffixes to understand meanings e.g. *-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably*.
- Read and understand meaning of words on Y5/6 word list – see bottom.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

Comprehension

As above and:

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

- Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves.
- Regularly listening to whole novels read aloud by the teacher from an increasing range of authors.
- Exploring themes within and across texts e.g. loss, heroism, friendship.
- Making comparisons within a text e.g. characters' viewpoints of same events.
- Analysing the conventions of different types of writing e.g. *use of first person in autobiographies and diaries*.
- Recommending books to their peers with reasons for choices.
- Reading books and texts that are structured in different ways for a range of purposes.
- Expressing preferences about a wider range of books including modern fiction/traditional stories/myths/legends.
- Learning a wider range of poems by heart.
- Preparing poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.

Understand what they read by:

- Checking that the book makes sense to them and demonstrating understanding e.g. *through discussion, use of reading journals*.
- Exploring meaning of words in context.
- Demonstrating active reading strategies e.g. *generating questions to refine thinking, noting thoughts in a reading journal*.
- Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.
- Predicting what might happen from information stated and implied.
- Re-read and reads ahead to locate clues to support understanding.
- Scanning for key words and text marking to locate key information.
- Summarising main ideas drawn from more than one paragraph and identifying key details which support this.
- Identifying how language, structure and presentation contribute to meaning e.g. *formal letter, informal diary, persuasive speech*.

Discuss and evaluate how authors use language including figurative language, considering the impact on the reader

- Exploring, recognising and using the terms metaphor, simile, imagery.
- Explaining the effect on the reader of the authors' choice of language.

Distinguish between statements of fact or opinion within a text.

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.

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 by:

- Preparing formal presentations individually or in groups.
- Using notes to support presentation of information.
- Responding to questions generated by a presentation.
- Participating in debates on an issue related to reading (fiction or non-fiction).

Provide reasoned justifications for their views by:

- Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation).

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail and advice)</i>	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i> ▪ Create and punctuate complex sentences using <i>ed</i> openers. ▪ Create and punctuate complex sentences using <i>ing</i> openers. ▪ Create and punctuate complex sentences using simile starters. ▪ Demarcate complex sentences using commas and explore ambiguity of meaning. ▪ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>. ▪ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i>. 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ▪ Identifying the audience and purpose ▪ Selecting the appropriate language and structures. ▪ Using similar writing models. ▪ Noting and developing ideas. ▪ Drawing on reading and research. ▪ Thinking how authors develop characters and settings (in books, films and performances). <p>Draft and write by:</p> <ul style="list-style-type: none"> ▪ Selecting <i>appropriate</i> grammar and vocabulary. ▪ Blending action, dialogue and description within and across paragraphs. ▪ Using devices to build cohesion (see VGP column). ▪ Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes</i>. <p>Evaluate and edit by:</p>	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▪ Use further prefixes and suffixes and understand the guidelines for adding them. ▪ Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>. ▪ Continue to distinguish between homophones and other words which are often confused. ▪ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. ▪ 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. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Write fluently. ▪ Choose when it is appropriate to print or join writing e.g. <i>printing for labelling a scientific diagram</i>.

- Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly*.
- Identify and use **brackets** and **dashes**
- Use suffixes *-ate, -ise, -ify* to convert nouns and adjectives into verbs.
- Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-*.

- Assessing the effectiveness of own and others' writing in relation to audience and purpose.
 - Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
 - Ensuring consistent and correct use of tense throughout a piece of writing.
 - Ensuring consistent subject and verb agreement.
 - Proofreading for spelling and punctuation errors.
- Perform own compositions for different audiences:
- Using appropriate intonation and volume.
 - Adding movement.
 - Ensuring meaning is clear.

- Use suffixes *-ate, -ise, -ify* to convert nouns and adjectives into verbs.
- Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-*.

Listening and Attention	Speaking	Standard English	Vocabulary	Participating, Presenting and Performing
<p>As above in Yr3 and Yr4 and:</p> <ul style="list-style-type: none"> - Listen and evaluate how spoken language varies in different contexts according to purpose and audience, e.g. in a football commentary, a documentary programme, journalistic reporting, magazine shows etc. - Listen and identify how intonation and expression affects meaning, e.g. when listening to others read a text aloud, perform a poem, a persuasive speech or formal review etc. - Listen and evaluate viewpoints from adults and peers, e.g. identifying bias when examining facts and opinions, when listening to formal presentations and debates linked to narrative, non-fiction and across the curriculum. 	<p>As above in Yr3 and Yr4 and:</p> <ul style="list-style-type: none"> - Discuss and analyse how spoken language is used within different contexts according to purpose and audience, e.g. in a football commentary, a documentary programme, journalistic reporting, magazine shows etc. - Articulate and justify answers, arguments and opinions orally, in relation to questions or key points posed by an adult and peers. - Ask a range of appropriate questions to clarify and refine thinking. - Participate in discussions and debates building on their own and others' ideas, challenging views courteously. - Provide oral explanations with supporting details in relation to questions posed with 'how' and 'why', e.g. How does the camel adapt to its environment? Why did the character behave inappropriately in chapter two? - Speak audibly and fluently, maintaining the attention of others. 	<p>As above in Yr3 and Yr4 and:</p> <ul style="list-style-type: none"> - Use correct Standard English when speaking in formal contexts. - Select and use appropriate registers for effective communication in a range of contexts. - Use cohesive devices during talk to organise ideas, using speaking frames to support, e.g. - First of all, ... - In addition to... - On the other hand, ... - Similarly, ... 	<p>As above in Yr3 and Yr4 and:</p> <ul style="list-style-type: none"> - Introduce, explore and evaluate new vocabulary orally, e.g. authors choice of language in texts, tier 3 vocabulary etc. - Explore settings and characters orally, and following modelling, select precise vocabulary to create well-structured descriptions. - Express feelings orally and following modelling, use precise vocabulary to articulate an opinion, e.g. linked to PSHE or English. 	<p>As above in Yr3 and Yr4 and:</p> <ul style="list-style-type: none"> - Prepare oral retellings of identified sections of stories (or innovated/invented versions) in order to present to an audience. - Prepare oral retellings of non-fiction texts / sections of non-fiction texts (or innovated / invented versions) in order to present to an audience. - Participate in role in English and across the curriculum, e.g. paired improvisation or first lines drama, flashback and flash forward techniques, meetings in role, interviews in role linked to narrative and non-fiction, sales pitch, journalistic reporting, reporting events in a magazine-style show etc. - Prepare poems and playscripts to perform, using dramatic effects in order to gain, maintain and heighten the interest of the audience. - Use non-verbal gestures whilst presenting and performing to sustain the audience's interest.