



Year 5 Programme of Study for English

<p>Reading Word Reading</p>	<p>Reading Comprehension</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet. <p>Met in Spelling Scheme and through guided reading</p>	<p>Pupils should be taught to:</p> <p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • 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 • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • 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 <p>understand what they read by:</p> <ul style="list-style-type: none"> • 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 • 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 • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • 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 • 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 • provide reasoned justifications for their views. 	
<p>Writing Transcription (inc Handwriting)</p>	<p>Writing Composition</p>	
<p><i>Spelling</i> (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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> 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • 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 • in writing narratives, considering how authors have developed characters and settings in what they have 	

<ul style="list-style-type: none"> • 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, as listed in 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. <p><i>Handwriting and presentation</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters • choosing the writing implement that is best suited for a task (e.g. quick notes, letters). 	<p>read, listened to or seen performed</p> <p>draft and write by:</p> <ul style="list-style-type: none"> • 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 • using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • 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 • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary, Grammar and Punctuation	
<p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause. • using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun • converting nouns or adjectives into verbs • using verb prefixes • using devices to build cohesion, including adverbials of time, place and number. • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis • use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading. 	

Spelling work for Year 5		
Revise work done in previous years.		
Term 1A Week 2,3,4,5,6. Term 1B Week 4, 5. Term 2A Week 1,2,3 Term 2B Week 1,2		
Statutory Requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious Term 1A Week 1	Not many common words end like this. If the root word ends in –ce , the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious.</i> Exception: <i>anxious.</i>	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious

<p>Endings which sound like /ʃəl/ Year 6</p>	<p>-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i>, <i>commerce</i> and <i>province</i>).</p>	<p>official, special, artificial, partial, confidential, essential</p>
<p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Year 6</p>	<p>Use -ant and -ance/-ancy if there is a related word with a /æ/ or /e?/ sound in the right position; -ation endings are often a clue. 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 /ʔ/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt.</p>	<p>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence</p>
<p>Words ending in -able and -ible Year 6</p> <p>Words ending in -ably and -ibly Year 6</p>	<p>The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation. 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 <i>cap</i> and <i>gap</i>) before the a of the -able ending. 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 <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule. 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 <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Adding suffixes beginning with vowel letters to words ending in -fer Year 6</p>	<p>The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p>
<p>Use of the hyphen Year 6</p>	<p>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.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>
<p>Words with the /i:/ sound spelt ei after c Year 6</p>	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein</i>, <i>caffeine</i>, <i>seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	<p>deceive, conceive, receive, perceive, ceiling</p>
<p>Words containing the letter-string ough Term 3A Week 1 Term 3A Week 2</p>	<p>ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough</p>
<p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Term 1B Week 1</p>	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>	<p>doubt, island, lamb, solemn, thistle, knight</p>

<p>Term 1B Week 2</p> <p>Homophones and other words that are often confused</p> <p>Term 2A Week 4,5,6</p>	<p>In these pairs of words, nouns end -ce and verbs end -se. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p>aisle: a gangway between seats (in a church, train, plane)</p> <p>isle: an island</p> <p>aloud: out loud</p> <p>allowed: permitted</p> <p>affect: usually a verb (e.g. <i>The weather may affect our plans</i>)</p> <p>effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business.</i>).</p> <p>altar: a table-like piece of furniture in a church</p> <p>alter: to change</p> <p>ascent: the act of ascending (going up)</p> <p>assent: to agree/agreement (verb and noun)</p> <p>bridal: to do with a bride at a wedding</p> <p>bridle: reins etc. for controlling a horse</p> <p>cereal: made from grain (e.g. breakfast cereal)</p> <p>serial: adjective from the noun <i>series</i> – a succession of things one after the other</p> <p>compliment: to make nice remarks about someone (verb) or the remark that is made (noun)</p> <p>complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>)</p> <p>descent: the act of descending (going down)</p> <p>dissent: to disagree/disagreement (verb and noun)</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)</p> <p>draught: a current of air</p>	<p>advice/advise</p> <p>device/devise</p> <p>licence/license</p> <p>practice/practise</p> <p>prophecy/prophesy</p> <p>farther: further</p> <p>father: a male parent</p> <p>guessed: past tense of the verb <i>guess</i></p> <p>guest: visitor</p> <p>heard: past tense of the verb <i>hear</i></p> <p>herd: a group of animals</p> <p>led: past tense of the verb <i>lead</i></p> <p>lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)</p> <p>morning: before noon</p> <p>mourning: grieving for someone who has died</p> <p>past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)</p> <p>passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)</p> <p>precede: go in front of or before</p> <p>proceed: go on</p> <p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>
<p>Statutory spelling words from Year 5/6 list</p> <p>Term 1B Week 6</p> <p>Term 3A Week 6</p>		

Grammar and Punctuation for Year 5

Word	Sentence	Text	Punctuation	Terminology for Pupils
<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Using expanded noun phrases to convey complicated information concisely.</p>	<p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. Omitted) relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase</p> <p>This should include: 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]</p>	<p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>	<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>

Full coverage of the above is available on Classroom Secrets but it should also be incorporated into writing lessons and scaffolded sessions to prepare for independent writing.