

Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world

The English Curriculum K&S at St. Teresa’s Catholic Academy – Year 5

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| Spoken Language | Reading | Writing | Transcription |
| Speaking, Listening and  Discussion  Present a well structured, persuasive argument including reasons and evidence  Plan and manage a group task over time  Drama  Vary voice for dramatic effect e.g. by using volume, tone and pitch | Word Reading  Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)    Being a Reader  Read and discuss a range of fiction, poetry, plays, non-fiction, reference  and text books  Increase their familiarity with fiction genres including books from other cultures  Know a range of children’s authors and poets  Read for a range of purposes  Learn poems by heart  Recommend a book and explain why Use pertinent and technically specific vocabulary when talking about books  Discuss a text confidently with others, responding to their ideas and challenging their views courteously    Reading Comprehension  Check that the text makes sense to them and discuss their understanding  Answer questions drawing on information from several places in the text | Planning, Composing and  Evaluating  Develop ideas through reading and research  Use a wide knowledge of text types, forms and styles to inform their writing  Plan and write for a clear purpose  and audience  Choose a text form  Ensure that the content and style of writing accurately reflects the purpose  Borrow writers’ techniques from book, screen and stage  Structure and organise writing in well linked paragraphs  Build cohesion within a paragraph  Link openings to closings  Use a variety of sentence openers Carefully select words to create effects  Use personification for mood e.g.  The sea whispered against the sand Use repetition to engage the reader    Evaluate the work of others and suggest improvements  Evaluate their work effectively and make improvements based on this Proof–read for spelling and punctuation errors | Spelling  Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and  conventions  Use a thesaurus  Use etymology to aid spelling  Spell words ending in -cious  Spell words ending in -tious Spell words ending in -cial and tial  Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soilder, symbol, system, twelfth, variety    Handwriting and Presentation Begin to adapt handwriting to specific purposes e.g. printing, use of italics |
|  | Predict what may happen using stated and implied details and a wider personal understanding of the world  Summarise using an appropriate amount of detail as evidence Use evidence to both support and challenge conclusions drawn within and from a text  Identify a point in the text where the author has made a structural choice and consider the reasoning behind it  Discuss and evaluate how authors use language and the impact on the reader  Comment on the effect that the reader’s or writer’s context has on the meaning of texts e.g. historical context, location  Detect bias and distinguish fact from opinion | Ensure the consistent and correct use of tense through a longer piece of writing  Change vocabulary and grammar to enhance effects and clarify meaning    Grammar, Punctuation and  Vocabulary  Use correct grammatical terminology when discussing their writing  Identify relative pronouns e.g. which, that, who (whom, whose), when, where  Use relative pronouns appropriately Use devices for cohesion within a paragraph  Experiment with clause position in  complex sentences  Ensure correct subject verb agreement |  |
| Spoken Language | Reading | Writing | Transcription |
| Speaking, Listening and  Discussion  Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener  Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to  reach an agreement in a group    Drama  Invent dialogue, gesture and  movement to suit a character    Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear | Word Reading  Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)    Being a Reader  Read and discuss a range of fiction, poetry, plays, non-fiction, reference  and text books  Increase their familiarity with fiction genres including modern fiction  Know a range of children’s authors and poets  Read for a range of purposes Prepare poems and play scripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone that the meaning is clear to an audience Use pertinent and technically specific vocabulary when talking about books  Discuss a text confidently with others, responding to their ideas and challenging their views courteously    Reading Comprehension  Check that the text makes sense to them and discuss their understanding  Answer questions drawing on information from several places in the text | Planning, Composing and  Evaluating  Develop own ideas through reading and research  Use a wide knowledge of text types, forms and styles to inform their writing  Plan and write for a clear purpose  and audience  Choose a text form  Ensure that the content and style of writing accurately reflects the purpose  Borrow writers’ techniques from book, screen and stage  Maintain a viewpoint throughout a text  Ensure cohesion within and between all paragraphs in a text Use varied vocabulary to sustain  and develop ideas  Build tension  Use adjectives of taste e.g. bitter Evaluate the work of others and suggest improvements  Evaluate their work effectively and make improvements based on this Proof–read for spelling and  punctuation errors  Ensure the consistent and correct use of tense through a longer piece of writing  Change vocabulary and grammar to enhance effects and clarify meaning | Spelling  Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and  conventions  Use a thesaurus  Use etymology to aid spelling Spell words ending in -ant, -ance and -ancy  Spell words ending in -ent, -ence and -ency  Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip( -ped and ment)excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable    Handwriting and Presentation Increase the speed of handwriting  without losing legibility Combine written text and illustration to enhance the words and their meaning |
|  | Predict what may happen using stated and implied details and a wider personal understanding of the world  Summarise using an appropriate amount of detail as evidence Use evidence to both support and challenge conclusions drawn within and from a text  Identify a point in the text where the author has made a structural choice and consider the reasoning behind it  Explain why an author has used figurative language and the effect this has  Comment on a writer’s purpose and viewpoint e.g. noting bias Comment on the effect that the reader’s or writer’s context has on the meaning of texts e.g. historical context, location  Detect bias and distinguish fact from opinion | Grammar, Punctuation and  Vocabulary  Use correct grammatical terminology when discussing their writing  Identify relative clauses e.g.  beginning with who, which, where, when, whose, that  Use relative clauses to expand sentences  Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g.  secondly) across a text  Use commas to clarify meaning or avoid ambiguity  Orchestrate a range of sentence structures  Ensure correct subject verb  agreement |  |
| Spoken Language | Reading | Writing | Transcription |
| Speaking, Listening and  Discussion  Use language fluidly to speculate, hypothesise, imagine and explore ideas  Identify and analyse the use of different question types e.g. open, closed , leading, probing, hypothetical, rhetorical, challenging and reflective Use a range of question types in discussion and conversation    Drama  Perform a published script experimenting with voice, gesture and staging | Word Reading  Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)    Being a Reader  Read and discuss a range of fiction, poetry, plays, non-fiction, reference  and text books  Increase their familiarity with fiction genres including traditional stories  Know a range of children’s authors and poets  Read for a range of purposes  Learn more complex poems by heart Recommend an author and explain why  Use pertinent and technically specific vocabulary when talking about books  Discuss a text confidently with others, responding to their ideas and challenging their views courteously    Reading Comprehension  Check that the text makes sense to them and discuss their understanding  Answer questions drawing on information from several places in the text  Predict what may happen using stated and implied details and a | Planning, Composing and  Evaluating  Develop ideas through reading and research  Use a wide knowledge of text types, forms and styles to inform their writing  Plan and write for a clear purpose  and audience  Choose a text form  Ensure that the content and style of writing accurately reflects the purpose  Borrow and adapt writers’ techniques from book, screen and stage  Select which parts of writing need to be developed in detail  Balance narrative writing between action, description and dialogue  Use vivid description  Add embedded adverbials e.g. She banged on the door, shaking with rage, and waited.  Use asides to the reader  Write in third person omniscient (an all-knowing narrator not only reports the facts but may also interpret events and relate the thoughts and feelings of any character)  Use contrast within and beyond sentences e.g. Out of the dirty, ramshackle house walked the gleaming silver robot | Spelling  Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and  conventions  Use a thesaurus  Use etymology to aid spelling Spell words ending in -able and ible  Spell words ending in -ably and ibly  Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht    Handwriting and Presentation Combine written text, illustration,  moving image and sound appropriately to enhance the words and their meaning |
|  | wider personal understanding of the world  Summarise using an appropriate amount of detail as evidence Use evidence to both support and challenge conclusions drawn within and from a text  Explain some choices an author has made in structuring and organising their text  Identify how the choice of language contributes to meaning  Identify, describe and compare writers’ themes across a range of texts  Comment on the effect that the reader’s or writer’s context has on the meaning of texts e.g. historical context, location  Detect bias and distinguish fact from opinion | Evaluate the work of others and suggest improvements  Evaluate their work effectively and make improvements based on this Proof–read for spelling and  punctuation errors  Ensure the consistent and correct use of tense through a longer piece of writing  Change vocabulary and grammar to enhance effects and clarify meaning  Grammar, Punctuation and  Vocabulary  Use correct grammatical terminology when discussing their writing  Identify a modal verb e.g. might, should, could, would, can, may, must, shall, will  Identify a modal adverb e.g. perhaps, surely, obviously Use modal verbs and adverbs Use the suffixes –ate, -ise, and – ify to convert nouns or adjectives into verbs  Understand what parenthesis is Recognise and identify brackets and dashes  Use brackets, dashes or commas  for parenthesis  Ensure correct subject verb agreement |  |