

# Year Five

Spellings and phonics	To ensure children understand and apply their knowledge of spelling patterns, word roots, suffixes, prefixes, silent letters and where the words come from.(e.g. <i>tele</i> relates to from afar)
	To spell further homophones and other words that are often confused.(e.g allowed / aloud, isle, island, I'll altar / alter, cereal/serial (see New National Curriculum 2014)
	To begin to spell all words in word list for years 5 and 6 ( National Curriculum 2014)
	To use a dictionary to check the spelling and meaning of a word. To use first 3 / 4 letters of a word to check spelling, meaning or both of these in a dictionary.
Handwriting	To write legibly, fluently and with increasing speed - with entry strokes Regular handwriting practise with focus on increasing speed.
Sentence construction	To continue to write complex sentences using a secure range of subordinates, such as because, although, while and since. To ensure some variety in the use of subordinating conjunctions (e.g. Because it was so hot , we had to drink a lot of water.)
	To write relative clauses to add detail to writing (clauses beginning with who, which, where, when , whose, that)
	To indicate degrees of possibility using <b>adverbs</b> - perhaps/ surely or <b>modal verbs</b> - might, should, will, must
	To develop ideas in greater detail by extending noun phrases. To know when this is appropriate.
	To ensure Standard English is applied rather than local spoken forms. ( e.g. <i>we were</i> not <i>we was</i> )
Sentence types to be taught	<ul style="list-style-type: none"> <li>• ___ed opener</li> <li>• De___:De___</li> <li>• Personification Sentences</li> <li>• <b>Revise and embed all previous sentence types.</b></li> </ul>
Punctuation	To discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions.
	To use brackets, dashes or commas to indicate parenthesis, e.g. The man, with the blue hat on, was walking down the street. My mum (the teacher in Year 4) works far too hard.
	To understand how dialogue is set out, e.g. on separate lines for alternate speakers, and the positioning of commas before speech marks.
	To secure the use of the comma in embedding clauses within sentences and to ensure commas are used to clarify or avoid ambiguity.
	To use paragraphs confidently in independent writing: Use devices to build cohesion within a paragraph e.g. then, after that, firstly. Use devices to link ideas across paragraph using adverbials of time e.g. later, place e.g. nearby, number e.g. secondly.
	To use 'hand' connectives to link one sentence to another or one paragraph to another with growing accuracy. ( however, although, nevertheless, despite, subsequently)

	Topic	Examples	Terminology	Importance
Key Grammar principles to be taught	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence	High
	Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.	Extend children's use and knowledge of subordinate clauses.	Relative clause Relative pronoun	Medium
	Use commas to clarify meaning or avoid ambiguity	Encourage children to read their work for sense and meaning, and to punctuate short pauses with commas.	Comma	High
	Use adverbials of time, place and number to link ideas across paragraphs	Encourage children to use paragraphs to break up their writing and to link ideas using words such as 'Earlier...' or 'Nearby...' or 'Secondly...'. They can also use phrases in the same way: 'Later on...' or 'Far away...'.	Adverbial	High
	Use brackets, dashes or commas to indicate parenthesis	Help children to see that brackets, dashes and commas can all be used to indicate parenthesis <i>In the museum, the toys (always the most popular exhibit) are on display as you enter the hall.</i> <i>In the museum, the dinosaur - first seen from the stairs - is the largest exhibit they possess.</i> <i>In the museum, the fossils, never easy to display, have lights behind them.</i>	Bracket Dash Comma Parenthesis	Medium
	Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures	Chn need to turn direct speech into indirect speech and recognise how the writing becomes more formal. <i>"I'll never admit that you're better than Arsenal," Fred growled as the Man U supporter tightened the headlock.</i> Turns into: <i>Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock.</i>		
	Use apostrophes correctly	Consolidate correct use of apostrophes: 1. To indicate possession in singular or plural nouns: <i>The dog's tail, cats' eyes, ..</i> 2. To indicate a contraction - taking the place of missing letter(s) <i>I'm, don't,</i>	Apostrophe Contraction	Medium
	Use modal verbs to indicate degrees of possibility	Show children how we can have a hierarchy of possibility using modal verbs: <i>I may go to my granny's.</i> <i>I might go to my granny's.</i> <i>I should go to my granny's.</i> <i>I will go to my granny's.</i> <i>I must go to my granny's</i> .	Modal verb	Medium (in terms of chn using such verbs in writing)
	Y5/Y6 Use dialogue, recognise differences between spoken and written speech (contractions)	Consolidate children's use of dialogue, including use of speech punctuation Stress differences between spoken and written speech. E.g. Contracted forms, and slang... <i>"Give me a break," sneered Tom, "You can't expect me to believe that!"</i> <i>"Ger'off, you're hurting me," Sam told his younger brother.</i>	Inverted commas or speech marks Direct speech	High

Speaking	Tell a story using notes designed to cue techniques, such as repetition, recap and humour
	Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language
	Use and explore different question types and different ways words are used, including in formal and informal contexts
Group Discussion and Interaction	Plan and manage a group task over time using different levels of planning
	Understand different ways to take the lead and support others in groups
	Understand the process of decision making
Listening and Responding	Identify different question types and evaluate their impact on the audience
	Identify some aspects of talk that vary between formal and informal occasions
	Analyse the use of persuasive language
Drama	Reflect on how working in role helps to explore complex issues
	Perform a scripted scene making use of dramatic conventions
	Use and recognise the impact of theatrical effects in drama
<b>Terminology children MUST know by the end of Year 5</b>	
Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	

Context for Learning	Context for Learning	Context for Learning
<b>A Wave of Invasions</b>	<b>Journeys</b>	<b>Exploring: Coast to Coast</b>
Term 1	Term 2	Term 3
<p>Stories from other cultures Persuasion Poetic Style Traditional stories myths and legends</p> <p>Beowulf by Michael Morpurgo Beowulf by Rob Lloyd Jones Invasion by June Crebbin Eric the Viking by Terry Jones Poems by Charles Causley</p>	<p>Stories by significant children's authors Film Narrative - Hugo ; Lighthouse - literacy shed Instructions</p> <p>The Night Mail - W H Auden Queen of the Falls by Chris Van Ahlsberg</p>	<p>Older literature Recounts Classic narrative poems</p> <p>The Lady of Shallott by Alfred Lord Tennyson Persuasion - Maps by Aleksandra Mizielinska There's a Boy in the Girls Bathroom by Louis Sachar Midsummer Night's Dream, Hamlet and The Tempest by Shakespeare Film narrative- The Lighthouse by Charles Short and Ming Hsiung</p>
<p><b>Suggested text</b> Journey to Jo'burg by Beverley Naidoo Firework Maker's Daughter by Philip Pullman A thief in the Village by J Berry Balaclava boys The fib &amp; other stories Collective poems for children by Ted Hughes Tales of Mystery &amp; Magic by H Lupton Maps by Aleksandra Mizielinska The Man Who Walked Between the Towers by Mordicai Gerstein</p>	<p><b>Suggested text</b> Farther by Graham Baker Smith Wonderstruck by Brain Selznick Hugo Cabaret by Brian Selznick The Lost Thing by Shaun Tan The Arrival by Shaun Tan Queen of the Falls by Chris Van Allsburg The Eagle by Alfred Lord Tennyson The Sea by J Reeves Harry Potter by JK Rowling Cosmic by Frank Cottrell Boyce</p>	<p><b>Suggested text</b> Tuesday D Weisner The Three Pigs D Weisner The Highway Man by Alfred Noyes The Secret Garden by Francis Hodgson Hatchett by Gary Paulson Alice in Wonderland by Lewis Carroll Treasure Island by Robert Louis Stevenson There's a Boy in the Girls Bathroom by Louis Sachar Dear Ollie by Michael Morpurgo The Midnight Fox by Betsy Byars Street Child by Berlie Doherty The Boy in the Dress by D Walliams</p>
<b>Additional Writing opportunities within this term</b>	<b>Additional Writing opportunities within this term</b>	<b>Additional Writing opportunities within this term</b>