

Year 5 2021-22	Autumn Term		Spring Term		Summer Term	
<b>Suggested Text</b>	<b>Way Home (Libby Hathorn)</b>  Picturebook – <i>Voices in the Park</i> (Anthony Browne)	<b>There's a Boy in the Girl's Bathroom</b> (Louis Sachar)  Picturebook – <i>The Enemy</i> (Davide Cali)	<b>Street Child (Berlie Doherty)</b>  <i>Could extend into Spring 2</i>	<b>Journey to Jo'burg (Beverley Naidoo)</b>	<b>Ice Trap (Meredith Hooper)</b> <b>Shackleton's Journey (William Grill)</b>  <i>Could extend into Summer 2</i>	<b>The Highwayman (Alfred Noyes)</b>  <b>Haikus</b>
<b>Writing</b>  Focus on audience, purpose and form	Poetry Diaries Letters Debate Setting Description Narrative  Points of View Eyewitness reports Playscript	Narrative Playscript Argument Review Diary Letter  Debate Review Diary Letter	Annotations Biography Captions Family Tree Free Writing Glossary Note of Advice Note Taking Pen Portraits Poetry Recounts Timeline	Poetry Diaries Letters Debate Setting Description Narrative	Argument Diaries Letter Non-Chronological Report Biography Explanation Instructions	Poetry Opinion/reviews Narrative Settings
<b>Reading</b> <i>(Progression of skills – planned into skills lessons, guided and shared reading, book talk, model texts and reading for pleasure).</i>	<b>Word Reading</b> <ul style="list-style-type: none"> <li>reads at a reasonable speaking pace.</li> <li>reads most words effortlessly.</li> <li>pronounces unfamiliar words with automaticity.</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>reads longer books with sustained interest.</li> <li>groups books according to theme or convention.</li> <li>recognises when unsure of word meaning / pronunciation and requests help.</li> <li>begins to show empathy/understanding with characters' motives and behaviours.</li> <li>infers meaning of unfamiliar words from context.</li> <li>infers characters' thoughts feelings and motives.</li> <li>summarises and presents stories in own words.</li> </ul>	<b>Word Reading</b> <ul style="list-style-type: none"> <li>develops confidence when reading aloud.</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>recognises an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures.</li> <li>talks about favourite authors and types of books, giving reasons for preferences.</li> <li>asks questions to enhance understanding of the text.</li> <li>retrieves information from a text, using efficient and effective methods.</li> <li>recognises author's viewpoint.</li> <li>uses inference and predictions to support reading.</li> </ul>	<b>Word Reading</b> <ul style="list-style-type: none"> <li>reads aloud with appropriate volume and expression to make meaning clear to the audience.</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>reads an increasingly wide range of books.</li> <li>selects books based on reading experiences and knowledge of books.</li> <li>distinguishes between fact and opinion in non-fiction reading.</li> <li>explains the effect and impact of author viewpoint.</li> <li>discusses author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.).</li> </ul>

			<ul style="list-style-type: none"> <li>• begins to identify descriptive and figurative language that has been used for effect.</li> <li>• summarises main idea from more than one paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• begins to make comparisons across and between books.</li> <li>• begins to show the influence of reading in writing.</li> <li>• builds up a repertoire of poems that are known by heart.</li> <li>• prepares poems and plays to read aloud.</li> </ul>
<p><b>G&amp;P</b></p> <p>Taken from James Clements and Carol Gater documents</p>	<p><b>Consolidation/non-negotiables: -</b></p> <p>Correct punctuation – sentences, ABC . , ! ? “ ” commas in lists, proper nouns, speech, apostrophes</p> <p>Expanded noun phrase with precis phrases</p> <p>Fronted adverbials</p> <p>Tenses: past, present</p> <p>Subject/tense/verb agreement</p> <p>Correct use of pronouns</p> <p>Adverbs, prepositions and wide range of conjunctions used correctly</p>	<p><b>New Learning: -</b></p> <p>Relative clauses (who, which, where, when, whose)</p> <p>Adverbs of possibility (perhaps)</p> <p>Modal verbs (might, should, will, must)</p> <p>Adverbials of time (later, nearby, secondly)</p> <p>Describes settings, character, atmosphere and dialogue</p> <p>Speech (punctuated correctly)</p> <p>Uses headings, columns, bullet points and underlining</p> <p>Punctuation ( ) : : - Commas to clarify meaning</p> <p>Passive tense</p> <p>Subjunctive</p> <p>Precis longer passages</p> <p>Paragraphs – links ideas across e.g. adverbials/on the other hand</p>		
<p><b>Spelling</b></p> <p>Taken from Assessing Without Levels document</p>	<p>Uses a thesaurus.</p> <p>Words containing the letter-string <i>ough</i>.</p>	<p>Words with the /ee/ sound spelt <i>ei</i> after <i>c</i>.</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, ify</i>).</p> <p>Verb prefixes (e.g. <i>dis-, de-, mis-, over-</i> and <i>re-</i>).</p>	<p>Spells some words from the National Curriculum word list for Years 5 and 6.</p> <p>Uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Words ending in <i>-able</i> and <i>-ible</i>.</p> <p>Words ending in <i>-ably</i> and <i>-ibly</i>.</p>	
<b>Handwriting</b>	Writes legibly, fluently and with increasing speed. Chooses the writing implement best suited to task. Chooses the right style for the purpose.			
<b>Re-read and proof-read</b>	Identifies audience and purpose, selecting appropriate form. Notes and develops ideas, drawing on reading and research. Build cohesion within and across paragraphs.			
<b>Word list</b>	<p><b>YEAR 1 COMMON EXCEPTION WORDS</b></p> <p>the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our</p>		<p><b>YEAR 2 COMMON EXCEPTION WORDS</b></p> <p>door floor poor because find kind mind behind climb child children wild most only both old cold gold hold told clothes every everybody hour even any many great break steak pretty beautiful after fast last past father class grass pass plant path bath busy move prove improve sure sugar could should would eye people water who whole again half money parents Mr Mrs Christmas</p>	

<p><b>Word list</b></p>	<p style="text-align: center;"><b>YEAR 3/4 WORDS</b></p> <p>accident (ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>
<p><b>Word list</b></p>	<p style="text-align: center;"><b>YEAR 5/6 WORDS</b></p> <p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>