

English Year 5 Summer Term

Mr Jennings' Class

Range

Fiction and poetry: Novels, stories and poems from a variety of cultures and traditions; choral & performance poetry.

Non-Fiction: (i) Persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain. (ii) dictionaries, thesauruses, including IT sources.

Some objectives have been placed in more than one block

Medium Term Targets:	
1. Use a range of different types of clauses, punctuated appropriately.	2. Use knowledge of word derivation and word formation, <i>e.g prefixes, acronyms and letter omission</i> , to explain the meaning of words and spell them accurately.

Objectives addressed throughout the programme of work

Text Level Work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
	<p>Pupils should be taught:</p> <p>Grammatical awareness</p> <p>1 to secure the basic conventions of standard English:agreement between nouns and verbs;consistency of tense and subject;avoicance of double negatives;avoidance of non-standard dialect words;</p> <p>2 to search for, identify and classify a range of prepositions: <i>back, up, down, across, through, on</i>, etc.; experiment with substituting different prepositions and their effect on meaning. Understand and use the term <i>preposition</i>;</p> <p>7 to use connectives to link clauses within sentences and to link sentences in longer texts.</p>	<p>Pupils should be taught:</p> <p>Spelling strategies</p> <p>1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;</p> <p>2 to use known spellings as a basis for spelling other words with similar patterns or related meanings:</p> <p>3 to use independent spelling strategies, including</p> <ul style="list-style-type: none"> • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell checks; • using visual skills e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc);

<i>Stories from a variety of cultures and traditions</i>			
Texts likely to be used include:	Text Level Work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
<p>King Fernando John Bartholomew</p> <p>Little house in the big woods Secrets Letts Literacy Activity Book Y5 p62</p> <p>A thief in the village 100 Literacy Hours</p> <p>Danger by Moonlight Jamila Gavin: Smiths p80</p> <p>Black Angels Rita Murphy: Smiths p82</p> <p>Travellers' Tales Anthony Masters: Smiths p87</p> <p>Anancy James Berry: Smiths p88</p> <p>Smith's Year 5 Summer Term Theme 1</p>	<p>Reading comprehension</p> <p>1 to investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs;</p> <ul style="list-style-type: none"> identify these features by reference to the text; consider and evaluate these features in relation to their own experience; <p>2 to identify the point of view from which a story is told and how this affects the reader's response;</p> <p>3 to change point of view, e.g. tell incident or describe a situation from the point of view of another character or perspective;</p> <p>Writing composition</p> <p>7 to write from another character's point of view e.g. retelling an incident in letter form;</p> <p>8 to record predictions, questions, reflections while reading, e.g. through the use of a reading journal;</p> <p>9 to write in the style of the author, e.g. writing on to complete a section, resolve a conflict; writing additional dialogue, new chapter;</p> <p>10 to write discursively about a novel or story, e.g. to describe, explain, or comment on it;</p>	<p>Sentence construction and punctuation</p> <p>4 to use punctuation marks accurately in complex sentences;</p> <p>5 to revise the use of apostrophes for possession (from Y4 term 1)</p> <p>6 to investigate clauses through: identifying the main clause in a long sentence; investigating sentences which contain more than one clause; understanding how clauses are connected (e.g. by combining three short sentences into one);</p> <p>7 to use connectives to link clauses within sentences and to link sentences in longer texts.</p>	<p>Spelling conventions and rules</p> <p>4 to spell unstressed vowels in polysyllabic words, e.g. <i>company, portable, poisonous, interest, description, carpet, sector, freedom, extra, etc.</i>;</p> <p>5 to investigate and learn spelling rules: words ending in modifying <i>e</i> drop <i>e</i> when adding <i>ing</i>, e.g. <i>taking</i>;</p> <ul style="list-style-type: none"> words ending in modifying <i>e</i> keep <i>e</i> when adding a suffix beginning with a consonant, e.g. <i>hopeful, lovely</i>; words endings in <i>y</i> preceded by a consonant change <i>y</i> to <i>ie</i> when adding a suffix, e.g. <i>flies, tried</i> - except for the suffixes <i>ly</i> or <i>ing</i>, e.g. <i>shyly, flying</i>; <i>i</i> before <i>e</i> except after <i>c</i> when the sound is <i>ee</i>, e.g. <i>receive</i>. Note and learn exceptions; <p>7 to recognise the spelling and meaning of the prefixes: <i>in-, im-, ir-, il-, pro-, sus-</i>;</p> <p>Vocabulary extension</p> <p>8 to identify everyday words such as <i>spaghetti, bungalow, boutique</i> which have been borrowed from other languages, and to understand how this might give clues to spelling;</p> <p>9 to understand how words vary across dialects, e.g. <i>plimsolls, daps, sand-shoes, pumps</i>;</p>

<i>Classic Stories</i>			
Texts likely to be used include:	Text Level Work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
<p>Wind in the Willows Kenneth Grahame</p> <p>Smith's Year 5 Summer Term Theme 2</p>	<p>Reading comprehension</p> <p>3 to change point of view, e.g. tell incident or describe a situation from the point of view of another character or perspective;</p> <p>6 to explore the challenge and appeal of older literature through:</p> <ul style="list-style-type: none"> • listening to older literature being read aloud; • reading accessible poems, stories, and extracts; • reading extracts from classic serials shown on television; • discussing differences in language used; <p>Writing composition</p> <p>7 to write from another character's point of view e.g. retelling an incident in letter form;</p> <p>10 to write discursively about a novel or story, e.g. to describe, explain, or comment on it;</p>	<p>Sentence construction and punctuation</p> <p>4 to use punctuation marks accurately in complex sentences;</p> <p>6 to investigate clauses through: identifying the main clause in a long sentence; investigating sentences which contain more than one clause; understanding how clauses are connected (e.g. by combining three short sentences into one):</p> <p>7 to use connectives to link clauses within sentences and to link sentences in longer texts.</p>	<p>Spelling conventions and rules</p> <p>5 to spell unstressed vowels in polysyllabic words, e.g. <i>company, portable, poisonous, interest, description, carpet, sector, freedom, extra, etc.</i>;</p> <p>7 to recognise the spelling and meaning of the prefixes: <i>in-, im-, ir-, il-, pro-, sus-</i>;</p>

Poetry from a variety of cultures including choral and performance poetry			
Texts likely to be used include:	Text Level Work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
<p>Hunter poems Letts Literacy Activity Book Y5 p76</p> <p>Morning Dionne Brand: Smiths p92</p> <p>Smith's Year 5 Summer Term Theme 8</p>	<p>Reading comprehension</p> <p>1 to investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs;</p> <ul style="list-style-type: none"> • identify these features by reference to the text; • consider and evaluate these features in relation to their own experience; <p>5 to select poetry, justify their choices, e.g. in compiling class anthology;</p> <p>6 to explore the challenge and appeal of older literature through:</p> <ul style="list-style-type: none"> • listening to older literature being read aloud; • reading accessible poems, stories, and extracts; • reading extracts from classic serials shown on television; • discussing differences in language used; <p>Writing composition</p> <p>8 to record predictions, questions, reflections while reading, e.g. through the use of a reading journal;</p>	<p>5 to revise the use of apostrophes for possession (from Y4 term 1)</p>	<p>Spelling conventions and rules</p> <p>5 to investigate and learn spelling rules: words ending in modifying <i>e</i> drop <i>e</i> when adding <i>ing</i>, e.g. <i>taking</i>;</p> <ul style="list-style-type: none"> • words ending in modifying <i>e</i> keep <i>e</i> when adding a suffix beginning with a consonant, e.g. <i>hopeful</i>, <i>lovely</i>; • words endings in <i>y</i> preceded by a consonant change <i>y</i> to <i>ie</i> when adding a suffix, e.g. <i>flies</i>, <i>tried</i> - except for the suffixes <i>ly</i> or <i>ing</i>, e.g. <i>shyly</i>, <i>flying</i>; <i>i</i> before <i>e</i> except after <i>c</i> when the sound is <i>ee</i>, e.g. <i>receive</i>. Note and learn exceptions; <p>Vocabulary extension</p> <p>8 to identify everyday words such as <i>spaghetti</i>, <i>bungalow</i>, <i>boutique</i> which have been borrowed from other languages, and to understand how this might give clues to spelling;</p> <p>9 to understand how words vary across dialects, e.g. <i>plimsolls</i>, <i>daps</i>, <i>sand-shoes</i>, <i>pumps</i>;</p> <p>10 to understand how words can be formed from longer words, e.g. through the omission of letters <i>o'clock</i>, <i>Hallowe'en</i>; through omission of prefixes - <i>(omni)bus</i>, <i>(tele)phone</i>, <i>(aero)plane</i>; through the use of acronyms - <i>radar</i>, <i>CD</i>;</p>

Choral and performance poetry			
Texts likely to be used include:	Text Level Work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
<p>Picnic Poem David Harmer: Smiths p96</p> <p>Paul Cookson poems</p> <p>Smith's Year 5 Summer Term Theme 3</p>	<p>Reading comprehension</p> <p>4 to read, rehearse and modify performance of poetry;</p> <p>5 to select poetry, justify their choices, e.g. in compiling class anthology;</p> <p>6 to explore the challenge and appeal of older literature through:</p> <ul style="list-style-type: none"> • listening to older literature being read aloud; • rearing accessible poems, stories, and extracts; • reading extracts from classic serials shown on television; • dicussing differences in language used; <p>Writing composition</p> <p>8 to record predictions, questions, reflections while reading, e.g. through the use of a reading journal;</p> <p>11 to use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation;</p>	<p>5 to revise the use of apostrophes for possession (from Y4 term 1)</p>	<p>Spelling conventions and rules</p> <p>5 to investigate and learn spelling rules: words ending in modifying <i>e</i> drop <i>e</i> when adding <i>ing</i>, e.g. <i>taking</i>;</p> <ul style="list-style-type: none"> • words ending in modifying <i>e</i> keep <i>e</i> when adding a suffix beginning with a consonant, e.g. hopeful, lovely; • words endings in <i>y</i> preceded by a consonant change <i>y</i> to <i>ie</i> when adding a suffix, e.g. <i>flies</i>, <i>tried</i> - except for the suffixes <i>ly</i> or <i>ing</i>, e.g. <i>shyly</i>, <i>flying</i>; <i>i</i> before <i>e</i> except after <i>c</i> when the sound is <i>ee</i>, e.g. <i>receive</i>. Note and learn exceptions; <p>Vocabulary extension</p> <p>8 to identify everyday words such as <i>spaghetti</i>, <i>bungalow</i>, <i>boutique</i> which have been borrowed from other languages, and to understand how this might give clues to spelling;</p> <p>9 to understand how words vary across dialects, e.g. <i>plimsolls</i>, <i>daps</i>, <i>sand-shoes</i>, <i>pumps</i>;</p> <p>10 to understand how words can be formed from longer words, e.g. through the omission of letters <i>o'clock</i>, <i>Hallowe'en</i>; through omission of prefixes - <i>(omni)bus</i>, <i>(tele)phone</i>, <i>(aero)plane</i>; through the use of acronyms - <i>radar</i>, <i>CD</i>;</p>

Persuasive writing to put or argue a point of view: letters, commentaries, leaflets, to persuade, criticise, protest, support, object, complain

Texts likely to be used include:	Text Level Work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
<p>Redwings Horse Sanctuary Letts Literacy Activity Book Y5 p66</p> <p>Letters about fox-hunting Letts Literacy Activity Book Y5 p70</p> <p>People’s Dispensary for Sick Animals Letts Literacy Activity Book Y5 p82</p> <p>Are today’s kids turning into couch potatoes? 100 Literacy Hours</p> <p>Detecting bias 100 Literacy Hours</p> <p>Sport on TV; Age of majority Smiths p100</p> <p>Smith’s Year 5 Summer Term Theme 4</p> <p>Smith’s Year 5 Summer Term Theme 5</p>	<p>Non-Fiction Reading comprehension</p> <p>12 to read and evaluate letters, e.g. from newspapers, magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out (ii) how language is used, e.g. to gain attention, respect, manipulate;</p> <p>18 to write a commentary on an issue on paper or screen, (e.g. as a news editorial leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points;</p> <p>13 to read other examples, eg newspaper comment, headlines, adverts, fliers. Compare writing which informs and persuades, considering, eg</p> <ul style="list-style-type: none"> • the deliberate use of ambiguity, half-truth, bias; • how opinion can be disguised to seem like fact; <p>14 to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information;</p> <p>15 from reading, to collect and investigate use of persuasive devices; e.g. words and phrases: e.g. ‘surely’, ‘it wouldn’t be very difficult...’; persuasive definition, e.g. ‘no-one but a complete idiot...’; ‘every right thinking person would...’; ‘the real truth is...’; rhetorical questions ‘are we expected to...?’ ‘where will future audiences come from...?’; pandering, condescension, concession etc.; ‘Naturally it takes time for local residents...’; deliberate ambiguities, e.g. ‘probably the best...in the world’ ‘known to cure all...’; ‘the professional’s choice’;</p>	<p>Grammatical awareness</p> <p>2 to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures;</p> <p>6 to investigate clauses through:identifying the main clause in a long sentence;investigating sentences which contain more than one clause;understanding how clauses are connected (e.g. by combining three short sentences into one):</p> <p>7 to use connectives to link clauses within sentences and to link sentences in longer texts.</p>	<p>Spelling conventions and rules</p> <p>3 to search for, identify and classify a range of prepositions: <i>back, up, down, across, through, on</i> etc.: experiment with substituting different prepositions and their effect on meaning. Understand and use the term <i>preposition</i>;</p> <p>6 to transform words, e.g. changing tenses: <i>-ed, -ing</i>; negation: <i>un-, im-, il-</i>; making comparatives: <i>-er, -est, -ish</i>; changing verbs to nouns, e.g. <i>-ion, -ism, -ology</i>; noun to verbs: <i>-ise, -ify, -en</i>;</p>

Persuasive writing to put or argue a point of view: letters, commentaries, leaflets, to persuade, criticise, protest, support, object, complain

Texts likely to be used include:	Text Level Work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
<p>Friendly Persuasion 100 Literacy Hours</p> <p>Ban the Bypass 100 Literacy Hours</p> <p>Smith's Year 5 Summer Term Theme 6</p>	<p>Non-Fiction Reading comprehension</p> <p>15 from reading, to collect and investigate use of persuasive devices; e.g. words and phrases: e.g. 'surely', 'it wouldn't be very difficult...'; persuasive definition, e.g. 'no-one but a complete idiot...'; 'every right thinking person would...'; 'the real truth is...'; rhetorical questions 'are we expected to...?' 'where will future audiences come from...?'; pandering, condescension, concession etc.; 'Naturally it takes time for local residents...'; deliberate ambiguities, e.g. 'probably the best...in the world' 'known to cure all...'; 'the professional's choice';</p> <p>16 notemaking: to fillet passages for relevant information and present ideas which are effectively grouped and linked;</p> <p>17 to draft and write individual, group or class letters for real purposes, eg put a point of view, comment on an emotive issue, protest; to edit and present to finished state;</p> <p>18 to write a commentary on an issue on paper or screen, (eg as a news editorial, leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, eg numbered lists, bullet points;</p> <p>19 to construct an argument in note form or full text to persuade others of a point of view and:</p> <ul style="list-style-type: none"> • present the case to the class or a group; • evaluate its effectiveness. 	<p>Grammatical awareness</p> <p>2 to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures;</p> <p>6 to investigate clauses through: identifying the main clause in a long sentence; investigating sentences which contain more than one clause; understanding how clauses are connected (e.g. by combining three short sentences into one);</p> <p>7 to use connectives to link clauses within sentences and to link sentences in longer texts.</p>	<p>Spelling conventions and rules</p> <p>4 to spell unstressed vowels in polysyllabic words, e.g. <i>company, portable, poisonous, interest, description, carpet, sector, freedom, extra</i>, etc.;</p> <p>3 to search for, identify and classify a range of prepositions: <i>back, up, down, across, through, on</i> etc.: experiment with substituting different prepositions and their effect on meaning. Understand and use the term <i>preposition</i>;</p> <p>6 to transform words, e.g. changing tenses: <i>-ed, -ing</i>; negation: <i>un-, im-, il-</i>; making comparatives: <i>-er, -est, -ish</i>; changing verbs to nouns, e.g. <i>-ion, -ism, -ology</i>; noun to verbs: <i>-ise, -ify, -en</i>;</p> <p>Sentence construction and punctuation</p> <p>7 to use connectives to link clauses within sentences and to link sentences in longer texts.</p>

<i>Dictionaries, thesauruses, including IT sources</i>			
Texts likely to be used include:	Text Level Work: Comprehension and composition	Sentence level work: Grammar and punctuation	Word level work: Phonics, spelling and vocabulary
<p>Dictionaries Thesauruses</p> <p>Dictionary definitions; Thesaurus entries Smiths p106</p> <p>Smith's Year 5 Summer Term Theme 7</p>	<p>Non-Fiction Reading comprehension</p> <p>15 from reading, to collect and investigate use of persuasive devices; e.g. words and phrases: e.g. <i>'surely', 'it wouldn't be very difficult...'</i>; persuasive definition, e.g. <i>'no-one but a complete idiot...'</i>; <i>'every right thinking person would...'</i>; <i>'the real truth is...'</i>; rhetorical questions <i>'are we expected to...?'</i> <i>'where will future audiences come from...?'</i>; pandering, condescension, concession etc.; <i>'Naturally it takes time for local residents...'</i>; deliberate ambiguities, e.g. <i>'probably the best...in the world'</i> <i>'known to cure all...'</i>; <i>'the professional's choice'</i>;</p>	<p>Grammatical awareness</p> <p>2 to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures;</p>	<p>Vocabulary extension</p> <p>8 to identify everyday words such as <i>spaghetti, bungalow, boutique</i> which have been borrowed from other languages, and to understand how this might give clues to spelling;</p> <p>9 to understand how words vary across dialects, e.g. <i>plimsolls, daps, sand-shoes, pumps</i>;</p> <p>11 to use a range of dictionaries and understand their purposes, e.g. dictionaries of slang, phrases, idioms, contemporary usage, synonyms, antonyms, quotations and thesauruses;</p> <p>12 to use dictionaries efficiently to explore spellings, meanings, derivations, e.g. by using alphabetical order, abbreviations, definitions with understanding;</p> <p>13 to compile own class/group dictionary using personally written definitions, e.g. of slang, technical terms.</p>