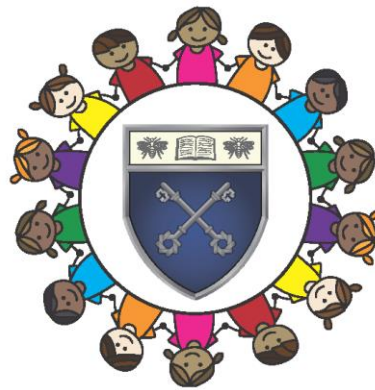
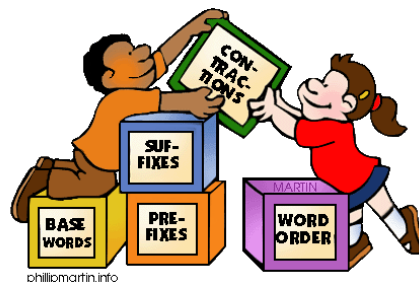


Year 5 National Curriculum English



Spelling is
~~diffecolt~~
~~challengeng~~
hard.



Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Spelling objectives, (Also [English Appendix 1](#) in full N.C.), both to read aloud and to understand the meaning of new words that they meet.

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Comprehension

Statutory requirements

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - 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 [*such as loss or heroism*].
 - 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

Statutory requirements

- understand what they read by:
 - 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 [*They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.*]
- 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, [*skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this*].
- 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. [Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.]

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

Writing

Year 5: Detail of content to be introduced (statutory requirement)		Support material
Word	Converting nouns or adjectives into verbs using suffixes [e.g. <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>]	SpB Year 4 Term 1 Obj14
	Verb prefixes [e.g. <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]	SfS Year 2 Term 3 (i) SfS Year 3 Term 3 (ii) Y23 Year 3 Term 1 Unit 4 and 5 Y23 Year 3 Term 2 Unit 5 Y23 Year 3 Term 3 Unit 3 and 4 SpB Year 3 Term 3 Obj 9 and 10 SpB Year 4 Term 2 Obj7 SfS Year 4 Term 3 (ii) SfS Year 5 Term 2 (ii)
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [e.g. <i>perhaps</i> , <i>surely</i>] or modal verbs [e.g. <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>] <i>Explore, collect and use modal verbs to indicate degrees of possibility</i> <i>e.g. might, could, shall, will, must</i>	GfW Y4 Unit 24 (p82) Grammatical boundaries within sentences GfW Y4 Unit 28 (p90) Commas used to join and separate clauses GfW Y5 Unit 40 (P116) Embedded clauses EEBi Y5 Unit 11 modal verbs
	<i>Create and punctuate complex sentences using ed openers</i>	GfW Y5 Unit 40 Complex sentences GfW Y6 Unit 47 Complex sentences
	<i>Create and punctuate complex sentences using ing openers</i>	
	<i>Create and punctuate complex sentences using simile starters</i>	
Text	Devices to build cohesion within a paragraph [e.g. <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>]	GfW Y4 Unit 32 using adverb(s/ials) to persuade EEBi Y5 Unit 10 Adverbials EEBi Y6 Unit 12 Adverbial Clauses
	Linking ideas across paragraphs using adverbials of time [e.g. <i>later</i>], place [e.g. <i>nearby</i>] and number [e.g. <i>secondly</i>] or tense choices (e.g. <i>he had seen her before</i>)	GfW Y4 Unit 32 using adverb(s/ials) to persuade GfW Y5 Unit 38 cohesion EEBi Y5 Unit 10 Adverbials

		EEBi Y6 Unit 12 Adverbial Clauses
Punctuation	Brackets, dashes or commas to indicate parenthesis	GfW Y6 Unit 47 (p132) Colons, semi-colons, dashes, brackets
	Use of commas to clarify meaning or avoid ambiguity <i>Demarcate complex sentences using commas and explore ambiguity of meaning</i>	GfW Y4 Unit 24 (p82) Grammatical boundaries within sentences GfW Y4 Unit 28 (p90) Commas used to join and separate clauses GfW Y5 Unit 40 (P116) Embedded clauses
Terminology for pupils	<ul style="list-style-type: none"> Use and understand the following grammatical terminology accurately and appropriately when discussing their writing and reading. modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	
Alan Peat sentences	NOUN, who/ which/ where sentences Outside (inside) sentences The more, the more sentences Short sentences ___ing, ___ed sentences Object/ Person (aka...) sentences Same word end of 2 sentences Getting worse, getting better sentences Sound! Cause sentences With an action, more action sentences	

Writing – Transcription

Statutory requirements

Pupils should be taught to:

- 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.

Statutory requirements

Pupils should be taught to:

- plan their writing by:
 - 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 pupils have read, listened to or seen performed
 - draft and write by:
 - 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 [for example, headings, bullet points, underlining]
 - evaluate and edit by:
 - 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.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.

Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Handwriting

Statutory requirements

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.

They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Spelling

English Appendix 1: Spelling Years 5 and 6 content	<i>Read Write Inc. Spelling</i>	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious.	Year 5 Unit 10 Words ending in <i>shus</i> spelt -cious Year 5 Unit 11 Words ending in <i>shus</i> spelt -tious	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/.	Year 5 Unit 12 Words ending in <i>shul</i> spelt -cial or -tial	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency.	Year 5 Unit 6 Words ending in -ent Year 5 Unit 7 Words ending in -ence Year 5 Unit 9 Words ending in -ant, -ance and -ancy	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
Words ending in –able and –ible.	Year 5 Unit 2 Words ending in -ible Year 5 Unit 3 Words ending in -able	
Words ending in –ably and –ibly.	Year 5 Unit 5 Words ending in -ibly and -ably Year 6 Unit 10 Words ending in -ible and -able	
Words with the /i:/ sound spelt ei after c.	Year 5 Unit 8 The <i>ee</i> sound spelt ei	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough.	Year 5 Special focus 1 Words that contain the letter-string ough	ought, bought, thought, nought, brought, fought rough, tough, enough cough though,

		although, dough through thorough, borough plough, bough
Words with 'silent' letters.	Year 5 Unit 1 Words with silent letter b Year 5 Unit 4 Words with silent letter t	
Homophones.	Year 5 Special focus 2 Homophones	
Years 5 and 6 word list.	<p>Year 5 Special focus 1 (Orange words)</p> <p>Year 5 Special focus 3 (Orange words)</p> <p>Year 5 Special focus 4 (Orange words)</p> <p>Year 5 Special focus 6 (Orange words)</p> <p>Year 5 Special focus 7 (Orange words)</p> <p>Year 5 Special focus 9 (Orange words)</p> <p>Year 5 Special focus 10 (Orange words)</p> <p>Year 5 Special focus 11 (Orange words)</p> <p>Year 5 Special focus 12 (Orange words)</p> <p>Orange words (which include all the words on the National Curriculum words list for Years 5/6) are on printable display copies in the online materials. These words are used in a variety of activities, such as Jumping orange words, Dictation and Words to log and learn.</p>	

Word list for year 5 (all the word highlighted)

accommodate	dictionary	occur	yacht
accompany	disastrous	opportunity	
according	embarrass	parliament	
achieve	environment	persuade	
aggressive	equip (–ped, – ment) especially	physical	
amateur	exaggerate	prejudice	
ancient	excellent	privilege	
apparent	existence	profession	
appreciate	explanation	programme	
attached	familiar	pronunciation	
available	foreign	queue	
average	forty	recognise	
awkward	frequently	recommend	
bargain bruise	government	relevant	
category	guarantee	restaurant	
cemetery	harass	rhyme	
committee	hindrance	rhythm	
communicate	identity	sacrifice	
community	immediate(ly)	secretary	
competition	individual	shoulder	
conscience*	interfere	signature	
conscious*	interrupt	sincere(ly)	
controversy	language leisure	soldier stomach	
convenience	lightning	sufficient	
correspond	marvellous	suggest symbol	
criticise (critic + ise)	mischievous	system	
curiosity	muscle	temperature	
definite	necessary	thorough	
desperate	neighbour	twelfth	
determined	nuisance	variety	
develop	occupy	vegetable	
		vehicle	

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidelines for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

Examples:

☐ *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.

▣ The word *desperate*, meaning ‘without hope’, is often pronounced in English as *desp’rate*, but the *–sper-* part comes from the Latin *spero*, meaning ‘I hope’, in which the **e** was clearly sounded.

▣ *Familiar* is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

Spoken language

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should

Statutory requirements

understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Key Skills in Speaking and Listening

Year Group	Speaking	Listening	Group Discussion and Interaction	Drama
Year 5	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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