



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

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion Present a well structured, persuasive argument including reasons and evidence Plan and manage a group task over time</p> <p>Drama Vary voice for dramatic effect e.g. by using volume, tone and pitch</p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>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</p> <p>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</p>	<p>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</p> <p>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</p>	<p>Spelling Use a dictionary to check the meaning and spelling of words <i>Investigate spelling patterns and conventions</i> 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</p> <p>Handwriting and Presentation Begin to adapt handwriting to specific purposes e.g. printing, use of italics</p>

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
<p>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</p> <p>Drama Invent dialogue, gesture and movement to suit a character</p> <p>Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear</p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>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</p> <p>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</p>	<p>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</p>	<p>Spelling Use a dictionary to check the meaning and spelling of words <i>Investigate spelling patterns and conventions</i> 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</p> <p>Handwriting and Presentation Increase the speed of handwriting without losing legibility Combine written text and illustration to enhance the words and their meaning</p>

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
<p>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</p> <p>Drama Perform a published script experimenting with voice, gesture and staging</p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>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</p> <p>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</p>	<p>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</p>	<p>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</p> <p>Handwriting and Presentation Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning</p>

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