

English national curriculum planning: Years 5-6

During Years 5-6, teachers should continue to develop the fundamental information that pupils learnt in previous years and expand pupils' knowledge of reading and writing. This outlines the statutory objectives of the English national curriculum, separating them into spoken language, reading and writing.



Spoken language

NB: Spoken language is taught and developed from Years 1-6 and the following points should be addressed in an age-appropriate way for each year group.
Adapt each of the objectives below to be suitable for pupils of Years 5-6.

Objective – pupils will 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 understanding and knowledge.

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.

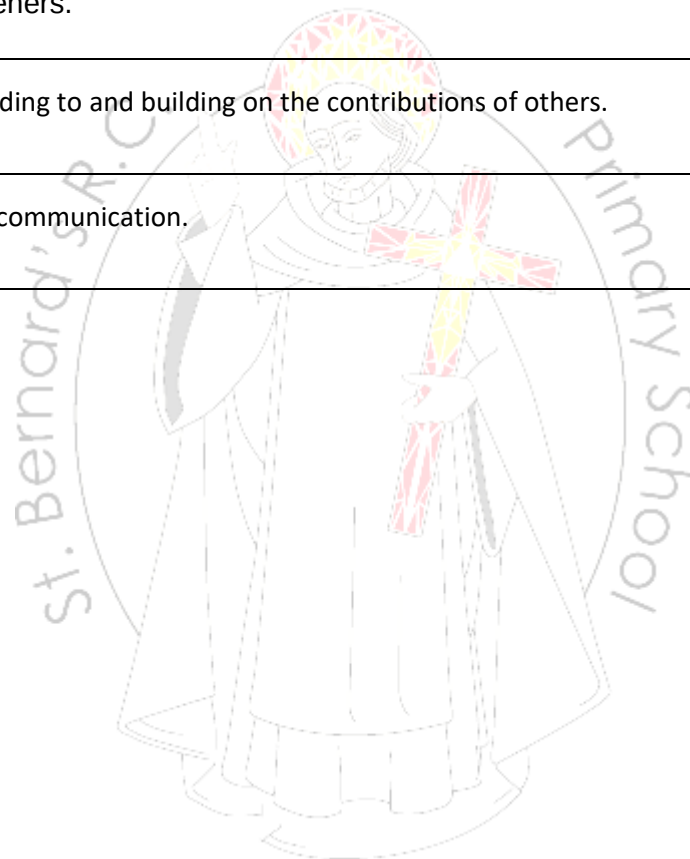
Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances, role play, improvisations and debates.

Gain, maintain and monitor the interest of the listeners.

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.



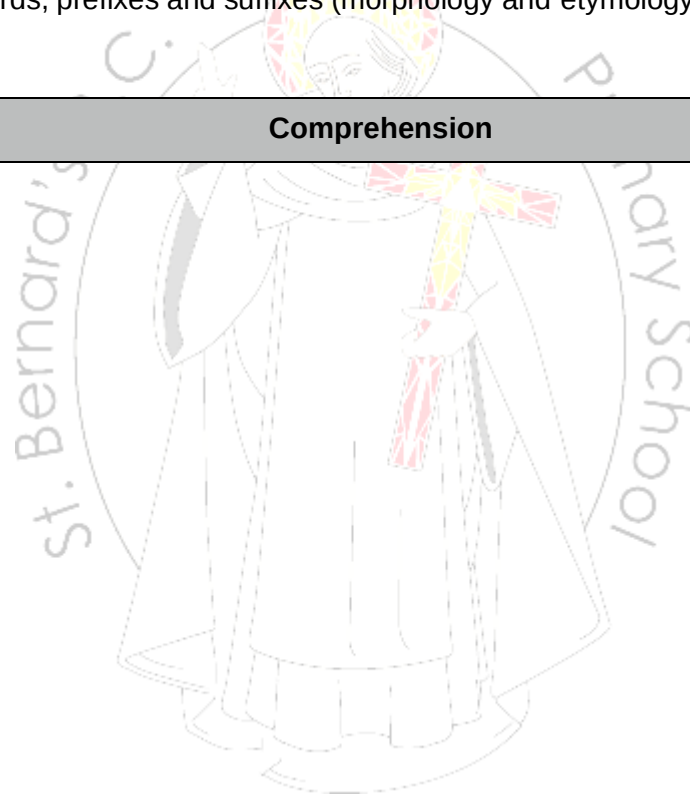
Reading

Word reading

Objective – pupils will be taught to:

Continue to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they encounter.

Comprehension



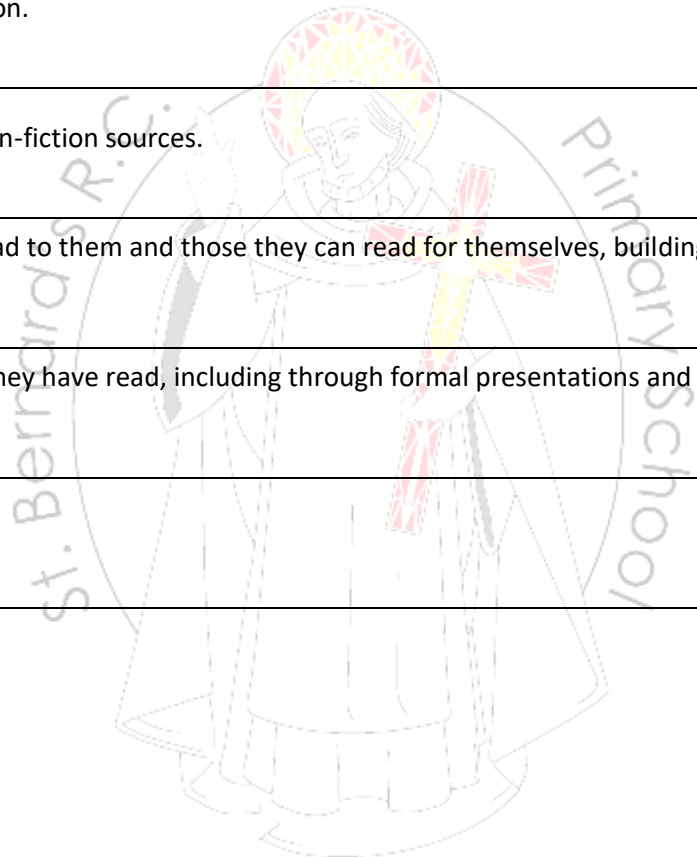
Maintain positive attitudes to reading and develop understanding of what they read by:

- 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 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.
- 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.

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.

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 sources.
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 justification for their views.



Writing

Transcription – spelling

Objective – pupils will be taught to:

Use further prefixes and suffixes and understand the guidance for adding them.

Spell some words with 'silent' letters (for example, knight, psalm, solemn).

Continue to distinguish between homophones and other words which are often confused.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

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 in a dictionary.

Use a thesaurus.

Apply spelling rules, including the following:

- The /ʃəs/ sound spelt -cious or -tious at the end of words
- The /ʃəl/ sound spelt -cial or -tial at the end of words
- Words ending in -ant, -ance, -ancy, -ent, -ence, -ency
- Words ending in -able and -ible
- Words ending in -ably and -ibly
- Adding suffixes beginning with vowel letters to words ending in -fer
- Use of the hyphen
- The /i:/ sound spelt ei after c
- Words containing the letter-string ough
- Words with 'silent' letters
- Homophones and other words that are often confused

Transcription – handwriting

Write legibly, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding whether to join specific letters

Choosing the writing implement that is best suited for a task.

Composition

Plan their writing by:

- Identifying their target audience and the 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 setting in what pupils have read, listened to or seen performed.

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how this can change or enhance meaning.
- Describing settings, characters and atmosphere in narratives, 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 and 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 movements so that the meaning is clear.

Vocabulary, grammar and punctuation – general points

Understand concepts by:

- Using the perfect form of verbs to mark relationships of time and cause.
Using expanded noun phrases to convey complicated information concisely.

Vocabulary, grammar and punctuation – Year 5

Understand how to:

- Use suffixes to convert nouns or adjectives into verbs.
- Use verb prefixes (for example, dis-, de-, mis-).
- Use modal verbs or adverbs to indicate degrees of possibility.
- Include devices to build cohesion within a paragraph (for example, then, after, firstly).
- Link ideas across paragraphs using adverbials of time, place and number, or tense choices (for example, he *had* seen her before).
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Use brackets, dashes or commas to indicate parenthesis.
Use commas to clarify meaning or avoid ambiguity.

Understand the following key phrases:

- Modal verb, relative pronoun
 - Relative clause
 - Parenthesis, bracket, dash
- Cohesion, ambiguity

Vocabulary, grammar and punctuation – Year 6

Understand how to:

- Recognise typical vocabulary and structures for informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover, ask for – request).
- Relate words by meaning as synonyms and antonyms (for example, big, large, little).
- Use passive verbs to affect the presentation of information in a sentence.
- Recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags or subjunctive forms).
- Link ideas across paragraphs using a wide range of cohesive devices: repetition, grammatical connections (for example, adverbials) and ellipsis.
- Use layout devices (for example, headings, bullets, or tables) to structure text.
- Use hyphens to avoid ambiguity.

- Use semi-colons, colons or dashes to mark boundaries between independent clauses.
- Use a colon to introduce a list.
Punctuate bullet points consistently.

Understand the following key phrases:

- Subject, object
 - Active, passive
 - Synonym, antonym
- Ellipsis, hyphen, colon, semi-colon, bullet points

