|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 5 & 6 English Overview** | | | | | | |
| **Text types** | | | | | | |
| **Year 5**  Biographies; News reports; Persuasive letters;  Myths and legends; Free verse poetry; Science fiction/graphic narrative | | **Year 6**  Non-chronological reports; Shape poetry; Biography;  Myths & legends; Biographies; Diary writing/journals | | | | |
| **Spoken Language** | | | | | | |
| 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. | | | | | | |
| **Reading – Word recognition** | **Reading – Comprehension** | | | | | |
| **Pupils should be taught 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 meet. | **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 * 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 * 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. | | | | | |
| **Year 5 Progression in Grammar** | | | | | | |
| **Text Structure** | **Sentence Construction** | | **Word Structure/Language** | **Punctuation** | | **Terminology** |
| **Consolidate Year 4 list**  **Introduce:**  **Secure independent use of planning tools**  Story mountain /grids/flow diagrams  **(Refer to Story Types grids)**  **Plan opening using:**  Description /action/dialogue  **Paragraphs:** Vary connectives within paragraphs to build cohesion into a paragraph  Use change of place, time and action to link ideas across paragraphs.  **Use 5 part story structure**  Writing could start at any of the 5 points.  This may include flashbacks  **Introduction –**should include action / description -character or setting / dialogue  **Build-up –**develop suspense techniques  **Problem / Dilemma –**may be more than one problem to be resolved  **Resolution –**clear links with dilemma  **Ending –**character could reflect on events, any changes or lessons, look forward to the future ask a question.  **Non-Fiction  (Refer to Connectives and Sentence Signposts document for Introduction and Endings)**  **Introduce:**  **Independent planning** across all genres and application  Secure use of range of layouts suitable to text.  **Structure:** Introduction / Middle / Ending  **Secure use of paragraphs:** Use a variety of ways to open texts and draw reader in and make the purpose clear  Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in  Express own opinions clearly  Consistently maintain viewpoint  Summary clear at the end to appeal directly to the reader | **Consolidate Year 4 list**  **Introduce:**  **Secure use of simple / embellished simple sentences**  **Secure use of compound sentences**  **Develop complex sentences:**  **(Subordination)**  **Main and subordinate clauses** with full range of conjunctions:  **(See Connectives and Sentence Signposts doc.)**  **Expanded –ed clauses as starters** e.g.  *Encouraged by the bright weather, Jane set out for a long walk.*  *Terrified by the dragon, George fell to his knees.*  **Elaboration of starters using adverbial phrases** e.g.  *Beyond the dark gloom of the cave, Zach saw the wizard move.*  *Throughout the night, the wind howled like an injured creature.*  **Drop in –‘ed’ clause** e.g.  *Poor Tim, exhausted by so much effort, ran home.*  *The lesser known Bristol dragon, recognised by purple spots, is rarely seen.*  **Continue to develop use of relative clauses beginning with who, which, where why and whose.**  **Sentence reshaping techniques**  e.g. lengthening or shortening sentence for meaning and /or effect  **Moving sentence chunks (how, when, where) around for different effects** e.g.  *The siren echoed loudly ….through the lonely streets ….at midnight*  **Secure use of rhetorical questions across a range of genres**  **Stage directions in speech** (speech + verb + action) e.g. *“Stop!” he shouted, picking up the stick and running after the thief.*  **Indicating degrees of possibility using modal verbs *(e.g. might, should, will, must) or adverbs (perhaps, surely)***  ***Consolidate use of verbs Auxilary verbs – investigating how different tenses are formed – have, was, shall, will*** | | **Consolidate Year 4 list**  **Empty words**  e.g. *someone, somewhere was out to get him*  Developed use of **technical language**  Converting **nouns** or  **adjectives** into **verbs** using **suffixes** (e.g. –*ate; –ise; –ify)*  **Verb prefixes** (e.g. *dis–, de–, mis–, over– and re–)* | **Consolidate Year 4 list**  **Introduce:**  **Dashes**  **Brackets**  **Colons**  **Use of commas to clarify meaning or avoid ambiguity** | | **Consolidate:**  **Punctuation**   * **Letter/ Word** * **Sentence** * **Full stops/ Capitals** * **Question mark** * **Exclamation mark** * **‘Speech marks’** * **Direct speech** * **Inverted commas** * Bullet points * **Apostrophe contractions/ possession** * **Commas for sentence of 3 – description, action** * Colon - instructions   **Singular/ plural**  **Suffix/ Prefix**  **Word family**  **Consonant/Vowel**  **Adjective / noun**  **Verb / Adverb**  Bossy vbs - imperative  **Tense (past, present, future)**  **Conjunction** / Connective  **Preposition**  Determiner/ generaliser  **Pronoun – relative/ possessive**  **Clause**  **Subordinate/** relative **clause**  **Adverbial**  **Fronted adverbial**  Alliteration  Simile – ‘as’/ ‘like’  Synonyms  Metaphor  Onomatopoeia  Rhetorical question  **Introduce:**   * **Relative clause/ pronoun** * **Modal verb** * **Parenthesis** * **Bracket- dash** * **Cohesion** * **Ambiguity** * **personification** * **Tense:** present and past progressive * **Indirect/ reported speech** |
| **Year 6 Progression in Grammar** | | | | | | |
| **Text Structure** | **Sentence Construction** | | **Word Structure/Language** | **Punctuation** | | **Terminology** |
| **Consolidate Year 5 list**  **Secure independent planning across story types using 5 part story structure.**  Include suspense, cliff hangers, flashbacks/forwards,  time slips  Start story at any point of the 5 part structure  Maintain plot consistently working from plan  **Paragraphs -**Secure use of linking ideas within and across paragraphs  Secure development of characterisation  **Non-fiction:**  **Secure** planning across non-fiction genres and application  Use a variety of text layouts appropriate to purpose  Use range of techniques to involve the reader –comments, questions, observations, rhetorical questions  Express balanced coverage of a topic  Use different techniques to conclude texts  Use appropriate formal and informal styles of writing  Choose or create publishing format to enhance text type and engage the reader  Linking ideas across paragraphs using a wider range of **cohesive devices**:  semantic **cohesion** (e.g. repetition of a **word** or phrase),  grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence),  and **elision** Layout devices, such as headings, sub-headings, columns, bullets, or  tables, to structure text | **Consolidate Year 5 list**  **Secure use of simple / embellished simple sentences**  **Secure use of compound sentences**  **Secure use of complex sentences:**  **(Subordination)**  **Main and subordinate clauses** with full range of conjunctions:  **(See Connectives and Sentence Signposts doc.)**  **Active and passive verbs to create effect** e.g.  **Active:** *Tom accidently dropped the glass.*  **Passive**: *The glass was accidently dropped by Tom.*  **Continue to develop use of rhetorical questions for persuasion across a wide range of text types.**  Expanded **noun phrases** to convey complicatedinformation concisely (e.g. *the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day*)  The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He’s your friend, isn’t he?*, or the use of the **subjunctive** in some very formal writing and speech) | | **Consolidate Year 5 list**  Build in literary features to create effects/imagery e.g. alliteration, onomatopoeia, similes, metaphors  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said versus reported, alleged, or claimed in formal speech or writing)*  Introduce abstract nouns | **Consolidate Year 5 list**  Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma ie  The teacher, racing from the school, put a variety of things in her boot: a pile of books; 24 white board markers; 16 gold stars and a half eaten sandwich.  (separate 2 main clauses in a sentences – I liked the book; it was a joy to read.)  How hyphens can be used to avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*) | | **Consolidate:**  **Punctuation**   * **Letter/ Word** * **Sentence** * **Full stops/ Capitals** * **Question mark** * **Exclamation mark** * **‘Speech marks’** * **Direct speech** * **Indirect/ reported speech** * **Inverted commas** * Bullet points * **Apostrophe contractions/ possession** * **Commas for sentence of 3 – description, action** * Colon – instructions * **Parenthesis** * **Bracket- dash**   **Singular/ plural**  **Suffix/ Prefix**  **Word family**  **Consonant/Vowel**  **Adjective / noun**  **Verb / Adverb**  Bossy verbs - imperative  **Tense (past, present, future)**  **modal verb**  **Conjunction** / Connective  **Preposition**  **Determiner/** generaliser  **Pronoun – relative/ possessive**  **Clause**  **Subordinate / relative** **clause**  **Adverbial**  **Fronted adverbial**  Rhetorical question  Present and past progrerssive  Present perfect; past perfect  **Cohesion**  **Ambiguity**  Alliteration  Simile – ‘as’/ ‘like’  Synonyms  Metaphor  Personification  Onomatopoeia  **Introduce:**   * **Active and passive voice** * **Subject and object** * **Hyphen** * **Synonym, antonym** * **Colon/ semi-colon** * **abstract nouns** * **bullet points (punctuation of)** * **elipses** * **subjunctive** |
| **Common Exception words Year 5 and 6** | | | | | | |
| **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**  **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**  **Immediately**  **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**  **Restaurant**  **Rhyme**  **Rhythm**  **Sacrifice**  **Secretary**  **Shoulder** | | **Signature**  **Sincere**  **Soldier**  **Stomach**  **Sufficient**  **Suggest**  **Symbol**  **System**  **Temperature**  **Thorough**  **Twelfth**  **Variety**  **Vegetable**  **Vehicle**  **yacht** | |