**Year 5 English**

**Curriculum**

**B ounce**

**Back**

When planning English for the Autumn Term, please ensure that you have the following elements included. From analysis, this year group must focus on basic sentence structure as well as the development of basic sentences through the use of descriptive phrases and correct use of grammatical techniques such as coordinating and subordinating conjunctions. Spelling and grammar foci are taken from the Year 4 NC expectations and are areas that require further work within your year group.

|  |  |
| --- | --- |
| **Week 1** | **Focus on PSHE, social distancing rules, class rules, general settling back in and expectations. Baseline phonic assessments can be carried out within this week as well as providing the children with an opportunity to write at length for assessment purposes. This will inform which children need to focus on below strands. Please note – *productivity and pace* are a must. Therefore, when children show that they are secure with year 4 content, move them on to Year 5 Autumn content.** |
| **Speaking and Listening** | Opportunities must be provided to support those who have had little or no English during the lockdown period. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils’ confidence and competence in spoken language and listening skills. Some of the following activities can be used as a precursor to writing or as a tool to further unpick texts explored in class:* Games and drama
* Barrier games
* Speaking frames
* Paired/Group talk
 |
| **AfL expectations** | * All children to be read with within week one and Salford’s completed where needed/necessary.
* Read current book band and assess suitability
* One piece of extended writing to be completed as an assessment piece – this will then inform pitch needed.
* Formative assessment is essential during the bounce back stage and must underpin all that is taught. This assessment must then be used to ‘regularly’ alter pitch and pace.
 |
| **Weeks 2-8****Grammar and Punctuation** | The following elements to be taught through three text types over the course of Bounce Back period; Recount/Instructions/Narrative (Story)Please refer to following document to ensure correct pitch for tasks. This document will provide you with exemplars to assist with planning.<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf> * Knowing the plural and possessive -s
* Using apostrophes for plural possession
* Using Standard English verb inflections
* Writing noun phrases with modifying adjectives, nouns, and prepositional phrases
* Using fronted adverbials
* Using paragraphs to organise ideas
* Choosing appropriate nouns and pronouns
* Using inverted commas to punctuate speech
 |
| **Weeks 2-8****Spelling** | *Spelling is to be timetabled into your week and taught explicitly* * Using more prefixes and suffixes

***(Refer to English overview on SharePoint for Year 4 prefixes/suffixes)**** Spelling more homophones
* Spelling words that are often misspelt
* Using the possessive apostrophe with regular and irregular plurals
* Checking spellings in a dictionary
 |
| **Weeks 2-8****Reading** | ***As well as reading for pleasure, children must now develop the ability to read for particular purposes. It is important to remember that in Year 4, there is a shift from the Year 3 expectation of reading for comprehension to reading for a given purpose. This is an element that children in, your now Year 5 class, will not have had the opportunity to develop due to lockdown. Provide opportunities where: They will read to find information, to learn about something, or to answer questions. Practising this will not only build successful readers but successful learners.**** Understand root words, prefixes, and suffixes
* Read more common exception words (tricky words)
* Read a wide range of books and retell stories orally
* Perform poems and play scripts
* Talk about interesting words and phrases
* Check that the text makes sense to them
* Read between the lines and justify thinking with evidence from the text
* Predict what might happen next
* Talk about books and poems
* Use dictionaries to check the meaning of words
 |
| **Further guidance** | At least two SODA activities should be based around SPaG and Reading on a weekly basisChildren need to be given the opportunity within spelling tests to embed and secure common exception words from previous year. Twinkl spellings are useful. Make teaching short, concise and repetitive where necessary.Homework is to reflect Bounce Back Curriculum. Ensure this is reviewed in class.Use time smartly - The extra 30 minutes prior to lunch can be used to embed, practice or rehearse SPaGProvide opportunities for S&L to support those who have had little English during lockdown  |