

English Curriculum— Year 5/6 (Reading)



NR1: National Curriculum - Word Reading

Pupils should be taught to:

- a. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in **English Appendix 1**, both to read aloud and to understand the meaning of new words that they meet.

SR2: School Curriculum—Comprehension

Pupils should be taught:

- a. to verify the accuracy and reliability of information, including from online sources, detect bias and distinguish evidence from opinion
- b. to search for information, using ICT & other methods, making choices about the appropriateness of the information
- c. to recognise and use some conventions for conveying meaning in moving-image and multimodal texts
- d. to reflect on viewpoints in narratives and to distinguish between those of the characters and those of the author
- e. to engage with challenging and demanding subject matter.

NR2: National Curriculum - Comprehension

Pupils should be taught to:

- a. **maintain positive attitudes to reading and understanding of what they have read by:**
 1. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books
 2. reading books that are structured in different ways and reading for a range of purposes
 3. increasing their familiarity with a wide range of books, including myths and legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 4. recommending books that they have read to their peers, giving reasons for their choices
 5. identifying and discussing themes and conventions in and across a wide range of writing
 6. making comparisons within and across books
 7. learning a wider range of poetry by heart
 8. 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
- b. **understand what they read by:**
 1. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 2. asking questions to improve their understanding
 3. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
 4. predicting what might happen from details stated and implied
 5. summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 6. identifying how language structure and presentation contribute to meaning
- c. **discuss and evaluate how authors use language, including figurative language, considering the impact on the reader**
- d. **distinguish between statements of fact and opinion (cf. S2a)**
- e. **retrieve, record and present information from non-fiction (cf. S2b)**
- f. **participation 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**
- g. **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**
- h. **provide reasoned justification for their views**

English Curriculum— Year 5/6 (Writing: Transcription)



NWT1: National Curriculum Writing Transcription - Spelling (see **English Appendix 1**)

Pupils should be taught to:

- a. use further prefixes and suffixes and understand the guidance for adding to them
- b. spell some words with 'silent' letters [for example knight, psalm, solemn]
- c. continue to distinguish between homophones and other words which are often confused
- d. use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically, as listed in **English Appendix 1**
- e. use dictionaries to check the spelling and meaning of words
- f. use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- g. use a thesaurus.

NWT2: National Curriculum Writing Transcription - Handwriting and Presentation

Pupils should be taught to:

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

SWT1: School Curriculum: Spelling

Pupils should be taught:

- a. to analyse words into syllables and other known words
- b. To revise and build on their knowledge of words and spelling patterns
- c. to be aware of pitfalls such as homonyms/homophones when using spell checkers
- d. the use of appropriate terminology.

SWT2: School Curriculum: Handwriting and Presentation

Pupils should be taught:

- a. to continue to gain fluency in keyboard use
- b. To use different forms of handwriting for different purposes e.g. print for labelling maps or diagrams, neat hand for presentation copy, faster script for notes.

English Curriculum— Year 5/6 (Writing: Composition & V.G.&P.)



NWC1: National Curriculum Writing - Composition

Pupils should be taught to:

a. plan their writing by:

1. identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing, selecting the appropriate form and using other similar writing as models for their own writing
2. noting and developing initial ideas, drawing on reading and research where necessary
3. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

b. draft and write by:

1. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
2. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
3. précising longer passages
4. using a wide range of devices to build cohesion within and across paragraph
5. using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

c. evaluate and edit by:

1. assessing the effectiveness of their own and others' writing
2. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
3. ensuring the consistent and correct use of tense throughout a piece of writing
4. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

d. proof-reading for spelling and punctuation errors

e. perform their own compositions, using appropriate intonation, volume and movement, so that the meaning is clear.

SWC1: School Curriculum Writing - Composition

Pupils should be taught:

- a. to broaden their vocabulary and use it in inventive ways
- b. to combine written text and illustration, moving image and sound, integrating different effects to add power to the words and meaning
- c. to synthesise ideas using ICT by combining a variety of information from different sources.

SWVGP1: School Curriculum Writing - Vocab, Gram & Punc.

Pupils should be taught:

- a. the features of different types of sentences: statements, questions, commands
- b. the grammar of complex sentences: clauses, phrases, connectives & conjunctions.

NWVGP1: National Curriculum Writing - Vocabulary, Grammar and Punctuation

Pupils should be taught to:

a. develop their understanding of the concepts set out in [English Appendix 2](#) by:

1. recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive form
2. using passive verbs to affect the presentation of information in a sentence
3. using the perfect form of verbs to mark relationships of time and cause
4. using expanded noun phrases to complicated information concisely
5. using modal verbs or adverbs to indicate degrees of possibility
6. using relative clauses beginning with, who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
7. learning the grammar of years 5 and 6 in [English Appendix 2](#)

b. indicate grammatical and other features by:

1. using commas to clarify meaning or avoid ambiguity in writing
2. using hyphens to avoid ambiguity
3. using brackets, dashes or commas to indicate parenthesis
4. using semi-colons, colons or dashes to mark boundaries between independent clauses
5. using a colon to introduce a list
6. punctuating bullet points consistently

c. use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately in discussing their writing and reading.

English Curriculum— Year 5/6 (Speaking & Listening and Drama)



NSL: National Curriculum Spoken Language—Across all year groups.

Pupils should be taught to:

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

SSL1: School Curriculum - Speaking & Listening

Pupils should be taught:

- a. to organise and adjust what they say, including the use of spoken standard English, according to the formality of the context, the needs of their listeners and any communication technology being used
- b. to identify differences between spoken and written language, both on paper and on screen, taking account of context, purpose and audience.
- c. to show clear shape and organisation, when speaking, with an introduction and an ending
- d. recall and re-present important features of an argument, talk, reading or recording, including DVD or film.
- e. to identify features of language used for a specific purpose (e.g. to persuade, to instruct or to enter-

SD1: School Curriculum-Drama

To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught:

- a. to create, adapt and sustain different roles, individually and in groups
- b. to use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script
- c. to use drama techniques to explore characters and issues (e.g. hot seating, flashback, freeze frame, tableau)
- d. how facial expressions, body language, movement and space can communicate different emotions and behaviours
- e. to evaluate how they and others have contributed to the overall effectiveness of performances.

Key Curriculum Skills:

- effective communication
- social skills: collaboration, empathy, art of negotiation, confidence, tolerance, co-operation, listening skills, compromise
- creativity & thinking skills: reflection, inquisitiveness
- problem solving: questioning, thinking critically, stamina, resilience, justifying opinion
- flexibility
- independence.