

National Curriculum
Year 5 & 6 – Programme of Study

<u>Year 5 & 6</u>	<u>Statutory</u>	<u>Non-statutory</u>
Reading Genres		
Fiction: <ul style="list-style-type: none"> • myths, legends and traditional stories • modern fiction • fiction from our literary heritage • books from other cultures and traditions • plays Non-fiction: <ul style="list-style-type: none"> • Diaries • Biographies • Reference texts e.g textbooks • Information leaflets Poetry:		
Reading – word reading	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed, both to read aloud and to understand the meaning of new words that they meet. 	<ul style="list-style-type: none"> • <i>At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.</i> • <i>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read ‘invitation’ for ‘imitation’ simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</i> • <i>When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation</i>
Reading – comprehension	Maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • <i>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</i> • <i>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.</i> • <i>Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</i>

	<p>through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • <i>They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</i> • <i>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</i> • <i>In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</i> • <i>The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.</i> • <i>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</i> • <i>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</i>
<p><u>Writing Genres</u></p> <ul style="list-style-type: none"> • Fiction • Non-fiction 		
<p><u>Writing – transcription</u></p>		
<ul style="list-style-type: none"> • <i>Handwriting</i> 	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> • <i>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</i>
<ul style="list-style-type: none"> • <i>Spelling</i> 	<ul style="list-style-type: none"> • 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, as listed in English Appendix 1 • use dictionaries to check spelling and meaning • use the first three or four letters of a word to check spelling, meaning or both in a dictionary • use a thesaurus 	<ul style="list-style-type: none"> • <i>As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</i>

<p>Writing – composition</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and 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 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere 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, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of 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 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 movement so that meaning is clear. 	<ul style="list-style-type: none"> <i>Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</i>
<p>Writing – vocabulary, grammar and punctuation</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	<ul style="list-style-type: none"> <i>Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</i>

Writing – vocabulary, grammar and punctuation (Year 5)				
Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes[for example, <i>-ate;-ise; -ify</i>] Verb prefixes[for example, <i>dis-, de-, mis-, over- and re-</i>] 	<ul style="list-style-type: none"> Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun Indicating degrees of possibility using adverbs[for example, <i>perhaps, surely</i>]or modal verbs[for example, <i>might, should, will, must</i>] 	<p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>]and number [for example, <i>secondly</i>]or tense choices [for example, <i>he had seen her before</i>]</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>
Writing – vocabulary, grammar and punctuation (Year 6)				
Word structure	Sentence structure	Text structure	Punctuation	Terminology for pupils
<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>	<p>Use of the passive to affect the presentation of information in a sentence[for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, <i>the use of question tags: He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, <i>the use of adverbials such as on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, <i>headings, sub-headings, columns, bullets, or tables, to structure text</i>]</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses[for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>]</p>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>
Spelling Appendix - Statutory (Years 5 & 6)				
<u>Year 5</u>		<u>Year 6</u>		

<i><u>Autumn Term</u></i>	<i><u>Spring Term</u></i>	<i><u>Autumn Term</u></i>	<i><u>Spring Term</u></i>
1. accompany	1. according	1. accommodate	1. achieve
2. aggressive	2. apparent	2. amateur	2. ancient
3. attached	3. average	3. appreciate	3. available
4. bargain	4. category	4. bruise	4. awkward
5. cemetery	5. community	5. communicate	5. committee
6. competition	6. controversy	6. conscious*	6. conscience*
7. correspond	7. curiosity	7. criticise (critic + ise)	7. convenience
8. desperate	8. develop	8. determined	8. definite
9. dictionary	9. environment	9. embarrass	9. disastrous
10. equip (-ped, -ment)	10. excellent	10. embarrass	10. especially
11. explanation	11. familiar	11. exaggerate	11. existence
12. forty	12. guarantee	12. foreign	12. frequently
13. harass	13. identity	13. government	13. hindrance
14. interfere	14. interrupt	14. immediate(ly)	14. individual
15. lightning	15. marvellous	15. language	15. leisure
16. muscle	16. neighbour	16. mischievous	16. necessary
17. occur	17. opportunity	17. nuisance	17. occupy
18. persuade	18. privilege	18. parliament	18. physical
19. profession	19. queue	19. prejudice	19. programme
20. recommend	20. relevant	20. pronunciation restaurant	20. recognise
21. rhyme	21. sacrifice	21. secretary	21. rhythm
22. signature	22. soldier	22. sincere(ly)	22. shoulder
23. stomach	23. suggest	23. symbol	23. sufficient
24. system	24. twelfth	24. thorough	24. temperature
25. vegetable	25. yacht	25. vehicle	25. variety

Summer Term

Revise all spellings

Summer Term

Revise all spellings

Non-statutory

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.

Understanding the history of words and relationships between them can also help with spelling.

Examples: *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.

The word *desperate*, meaning 'without hope', is often pronounced in English as *desp'rate*, but the *-sper-* part comes from the Latin *spero*, meaning 'I hope', in which the **e** was clearly sounded.

Familiar is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.