

The Year 5 Learner

Approach

English skills are key to a child's development. At St John's, we aim for our active curriculum to embrace language in all its aspects throughout the whole of the school day. Children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres).

Teachers follow the Teaching Sequence for Writing, which means that children firstly will be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply it into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

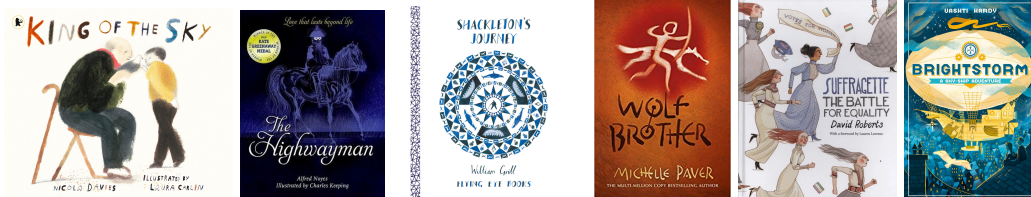
Y5 English Coverage

The Year 5 English curriculum consists of the following modules:

- Report writing
- Poetry
- Persuasion
- Letters
- Story setting and character descriptions
- Narratives
- Discussion
- Explanation

These modules will be taught through enriched thematic topics across the year. Your child will encounter a whole range of key poets and authors through which they will be immersed in new vocabulary and writing styles.

Key poets/authors your children will encounter are:



Nicola Davies, Alfred Noyes, William Grill, Michelle Paver, David Roberts, Vashti Hardy

Curriculum Content

Speaking and Listening

At St John's, we encourage oracy skills and know these are the foundation stones for fluent Literacy skills. Throughout the school day, children are actively encouraged to discuss and communicate with the whole school family as much as possible.

The children will become more familiar with and confident in using language in a greater variety of situations. They will, for example:

- maintains interest and attention when listening to a variety of complex and sometimes challenging ideas/sources: determining key information
- demonstrates attentive and sustained listening by building on others' ideas by agreeing or disagreeing
- recognises specific points from the speaker that are then challenged courteously for greater clarity/detail/accuracy
- incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener
- demonstrate connections with other ideas and draws on different points of view when responding
- uses a variety of ways to criticise constructively and respond to critique
- develops own lines of enquiry
- deepens understanding by questioning the given information
- questions introduce new ideas/material
- supports others to develop their understanding through questioning
- understands which questions will develop learning / understanding
- when answering, refers to evidence and communicates ideas with
- precision/clarity for given audience

Progression in Oracy				
SKILLS	Apprentice	Developing	Confident	Expert
Physical	<ul style="list-style-type: none"> - I am starting to project my voice so everyone can hear it. - I am starting to vary the pitch, tone and rhythm of my voice. - I am beginning to use gestures and body movement to help convey the points I want to make. 	<ul style="list-style-type: none"> - I can develop my presence as a performer, controlling my voice and movement. - I can use several different tones of voice and adapt my voice to the context. - I can use subtle gestures and body language to indicate a range of different emotions. 	<ul style="list-style-type: none"> - I know how to vary my body language and tone of voice, adapting them to the situation and to what I am trying to say. - I have a range of subtle changes in tone, pitch and movement to suit different genres of talk. 	<ul style="list-style-type: none"> - I can control my voice and body with fluency and precision. - I can teach others how to use their voice and body. - I am always at home in the context.
Linguistic	<ul style="list-style-type: none"> - I can use a limited vocabulary well. - I am starting to choose my words more precisely. - I can distinguish between informal and formal settings. - I can identify different types of language: metaphor, tripling, emphasis. 	<ul style="list-style-type: none"> - I can use a range of descriptive words to suit different situations and use the 5 senses to ground my story. - I can use full sentences with connectives and speak fluently without repetition for several sentences. - I can speak formally, e.g. without using filler words (such as 'like'), and with dictionary words instead of street slang. 	<ul style="list-style-type: none"> - I can construct language effectively for a range of purposes, e.g. to persuade someone. - I can use the subject specific language of different disciplines, e.g. talk like a scientist, historian, mathematician, tour guide. - I deploy excellent grammar when talking, using full sentences. - I can select precise language and idiom to suit different audiences. 	<ul style="list-style-type: none"> - I can deploy language with great precision and nuance. - I can use a wide range of vocabulary, idioms and expressions to suit any audience. - I can engage with ideas at a high level and express my ideas fluently in any setting. - I can develop the linguistic tools of others.
Cognitive	<ul style="list-style-type: none"> - I am beginning to identify what makes a good argument. - I can use evidence to back up my point. - I can order my talk into a beginning, middle and end. 	<ul style="list-style-type: none"> - I can pursue a line of enquiry. - I can spot flaws in other people's arguments. - I can ask a range of questions including probing questions. - I can choose and organise the content of my speech to convey clear meaning. 	<ul style="list-style-type: none"> - I can take on different roles in discussion and can see both sides of an argument. - I can use different thinking skills to engage with challenging material. - I can summarise an argument and identify good and bad arguments. - I can analyse arguments and select evidence to defend or rebut a position. 	<ul style="list-style-type: none"> - I can take into account the level of understanding of an audience and adapt my language. - I can marshal sophisticated arguments and use language and different genres of speech. - I can use and select metaphor, humour, irony, mimicry and other rhetorical devices with flair and imagination to make my argument come alive.
Emotional social	<ul style="list-style-type: none"> - I can find the confidence to speak in front of an audience. - I show proof of listening. - I can understand my character strengths and can build on them. - I can support others in a discussion. 	<ul style="list-style-type: none"> - I can take turns in discussion and listen to others and respond to their points. - I can follow ground rules and make sense of them to others. - I put my energy and whole-hearted commitment into discussions and speech to get the most out of any situation. - I listen attentively to what others are saying and play back to them what they have said. 	<ul style="list-style-type: none"> - I can tell a story with no notes that engages an audience. - I can read an audience and change my language, tone and pitch to connect with it. - I can respond to and build on the feelings and views of others. - I can develop the well-being of others through coaching and other techniques. 	<ul style="list-style-type: none"> - I can take risks in the way I present to an audience in order to engage them: including using humour, surprise, etc. - I can lead/chair a discussion in a range of contexts, making everyone feel involved.

Reading

We are a school that encourages and supports a love for reading. This is achieved through a variety of reading schemes and real books which ensures steps of progress.

The reading part of the curriculum is broken down into 'word reading' and 'comprehension'.

At this stage, word reading skills (including phonics) will continue to be taught, but the main focus will be helping children to understand what they are reading (comprehension). In comprehension children will be taught key skills to enable them to read, understand and enjoy a wide range of books.

In reading lessons the emphasis is on retrieval skills, drawing out evidence to support judgements, making inferences and deductions and exploring the deeper meaning of texts and the effect of language that each the author uses.

Pupils are encouraged to:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from context, checking that the text makes sense
- predict what might happen from details stated and implied
- summarise main ideas identifying key details
- retrieve information from non-fiction
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- make comparisons between the book they are reading and other books they have read
- evaluate how authors use language, beginning to consider the impact on the reader

Recommended reading list: [Click here for Year 5 reading List](#)

Writing

Across the whole curriculum, children at St John's are given opportunities to become authors using many different writing styles. For example, scientific vocabulary for recording a science experiment and writing as a historian.

Children in Year 5 will develop their writing through the following areas:

Transcription:

- Use prefixes appropriately.
- Spell some words with silent letters (knight, psalm and solemn).
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
- Use dictionaries to check spelling and meaning of words.
- Use a thesaurus.
- 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.
- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity.
- Using brackets, dashes or commas to indicate parenthesis.
- Using semicolons, colons or dashes to mark boundaries between independent clauses and using a colon to introduce a list.
- Punctuating bullet points consistently.

Handwriting:

- Write fluently and legibly with a personal style.
- Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters are best left unjoined
- Increase the legibility, consistency and quality of their handwriting

Composition:

- Plan their writing by:
 - identifying the audience for writing.
 - choosing the appropriate form of writing using the main features identified in reading.
 - noting, developing and researching ideas.
- Draft and write by:
 - using the techniques that authors use to create characters, settings and plots.
 - creating vivid images by using alliteration, similes, metaphors and personification.
 - interweaving descriptions of characters, settings and atmosphere with dialogue.
 - guiding the reader by using a range of organisational devices, including a range of connectives.

- choosing effective grammar and punctuation.
- ensuring correct use of tenses throughout a piece of writing.
- writing paragraphs that give the reader a sense of clarity.
- writing paragraphs that make sense if read alone.
- writing cohesively at length.
- Evaluate and edit by:
 - assessing the effectiveness of their own and others' writing, suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - reading aloud their own writing to a group or whole class, using appropriate intonation and controlling tone and volume

Vocabulary, Grammar and Punctuation

Write sentences that include:

- relative clauses
- modal verbs
- relative pronouns
- brackets
- parenthesis
- a mixture of active and passive voice
- a clear subject and object
- hyphens, colons and semicolons
- bullet points.