

Remote Learning in English Y5

Below are the curriculum documents for your reading and writing curriculum and a copy of your year group and previous year group common exception words.

The following link will open the English curriculum from the National Oak Academy

[file:///C:/Users/syoung/AppData/Local/Temp/Temp1_oak-curriculum-2020-21-primary%20\(1\).zip/oak-curriculum-2020-21-primary/pdf/oak-2021-primary-eyfs-ks1-ks2-english.pdf](file:///C:/Users/syoung/AppData/Local/Temp/Temp1_oak-curriculum-2020-21-primary%20(1).zip/oak-curriculum-2020-21-primary/pdf/oak-2021-primary-eyfs-ks1-ks2-english.pdf)

These units do not need to be taught in the specific order on the document. For remote learning choose a unit of work that best suits the objectives you were teaching when remote learning began. If you need to choose additional units to direct pupils to consider consolidating previous learning as well as introducing new curriculum content.

To supplement this planning headstart comprehension documents (saved on staff shared drive) and comprehension resources on testbase <https://www.testbase.co.uk/> can be accessed.

For daily reading practise direct pupils to the free e-book library at Oxford owl <https://www.oxfordowl.co.uk/for-home/reading-owl/library-page?login-error=true> and the free e-Book library service at Huyton Library <https://www.knowsley.gov.uk/residents/libraries/ebooks-and-audiobooks>

Additional reading activities can be provided using

Reading Plus for Y5/6 and Reading Wise for Y2-4

IDL should be accessed regularly for those below age related expectations in reading and spelling.

Handwriting practice can be set remotely using the Collins Scheme which is saved on the staff shared drive.

Additional spelling activities can be provided using the Assertive Mentoring Spelling lists and these should be supplemented with a selection of your year group and previous year group key words common exception words.

English

Key Learning Indicators of Performance in Reading: Year 5



Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none">▶ Read books at an age appropriate interest level.▶ Use knowledge of root words to understand meanings of words.▶ Apply knowledge of prefixes to understand meaning of new words, e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i>.▶ Use suffixes to understand meanings e.g. <i>-ant</i>, <i>-ance</i>, <i>-ancy</i>, <i>-ent</i>, <i>ence</i>, <i>-ency</i>, <i>-ible</i>, <i>-able</i>, <i>-ibly</i>, <i>-ably</i>.▶ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none">▶ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.▶ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.▶ Explore themes within and across texts e.g. <i>loss</i>, <i>heroism</i>, <i>friendship</i>.▶ Make comparisons within a text e.g. characters' viewpoints of same events.▶ Recommend books to their peers with reasons for choices.▶ Read books and texts that are structured in different ways for a range of purposes.▶ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.▶ Learn a wider range of poems by heart.▶ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none">▶ Explain the meaning of words within the context of the text.▶ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.▶ <u>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</u>▶ <u>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</u>▶ <u>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</u>▶ Predict what might happen from information stated and implied.▶ <u>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</u>▶ <u>Scan for key words and text mark to locate key information.</u>▶ Summarise main ideas drawn from more than one paragraph and identify key details which support this.▶ <u>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</u>▶ Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>.▶ Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>. <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none">▶ <u>Explore, recognise and use the terms metaphor, simile, imagery.</u>▶ Explain the effect on the reader of the authors' choice of language.▶ Distinguish between statements of fact or opinion within a text. <p>Participating in discussion and debate</p> <ul style="list-style-type: none">▶ 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.▶ Prepare formal presentations individually or in groups.▶ Use notes to support presentation of information.▶ Respond to questions generated by a presentation.▶ Participate in debates on an issue related to reading (fiction or non-fiction).

English

Key Learning Indicators of Performance in Writing: Year 5



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i> ▶ Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> ▶ Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> ▶ Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> ▶ Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> ▶ Demarcate complex sentences using commas in order to clarify meaning. ▶ Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' ▶ Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> ▶ Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i> ▶ Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> ▶ <u>Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.</u> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Identify the audience and purpose. ▶ Select the appropriate language and structures. ▶ Use similar writing models. ▶ Note and develop ideas. ▶ Draw on reading and research. ▶ Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Select <i>appropriate</i> structure, vocabulary and grammar. ▶ Blend action, dialogue and description within and across paragraphs. ▶ <u>Use different sentence structures with increasing control (see VGP).</u> ▶ Use devices to build cohesion (see VGP). ▶ <u>Use organisation and presentational devices e.g. underlining, bullet points, headings.</u> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▶ <u>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</u> ▶ Ensure consistent and correct use of tense throughout a piece of writing. ▶ Ensure consistent subject and verb agreement. ▶ Proofread for spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation and volume. ▶ Add movement. ▶ Ensure meaning is clear. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. ▶ Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency</i>. ▶ Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. ▶ Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>. ▶ Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive</i>. ▶ Recognise and spell words containing the letter-string <i>ough</i>. ▶ To recognise and spell the suffixes <i>-al, -ary, -ic</i>. ▶ To spell further suffixes, e.g. <i>ll in full becoming l</i>. ▶ Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>. ▶ To spell unstressed vowels in polysyllabic words. ▶ Develop self-checking and proof reading strategies. ▶ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▶ <u>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</u> ▶ <u>Use a thesaurus.</u> ▶ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Write fluently using a joined style as appropriate for independent writing. ▶ <u>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</u>

English

Key Learning Indicators of Performance in Writing: Year 5



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| <ul style="list-style-type: none">▶ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i>▶ Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i>▶ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i>▶ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i>▶ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.▶ Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>. | | | |
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Year 4

appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

Year 5

apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

