Lower Key Stage 2 **YEAR 5 and 6** LITERACY OBJECTIVES	*copy and paste for weekly planning – be specific with objective e.g. a. listen and respond appropriately to adults and their peers e. maintain attention and participate actively in collaborative conversations

Spoken Language:

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

h) speak audibly and fluently

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

l) Select and use appropriate registers for effective communication.

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Word: Reading   Daily Reading – Reciprocal Reading;   Accelerated Reading;   Reading linked to topic/genre

Pupils should be taught to:

a) apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 SPELLING LIST, both to read aloud and to understand the meaning of new words they meet

b) read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

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Reading Comprehension

Pupils should be taught to:

1. **Maintain positive attitudes to reading and understanding of what they read by:**
   - 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 tradition
   - 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 through intonation, tone and volume so that the meaning is clear to an audience

2. **understand what they read by:**
   - 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**

Writing Transcription   Spelling (see spelling list for medium term notes – English Appendix 1)

Pupils should be taught to:

a) use further prefixes and suffixes and understand the guidance for adding 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 learnt specifically, as listed in Appendix word/text/
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

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Handwriting

Pupils should be taught to:

a) write legibly, fluently and with increasing speed by:
b) choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
c) choosing the writing implement that is best suited for a task

Writing Composition

 Pupils should be taught to:

1. **plan their writing by:**
    a) identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
    b) noting and developing initial ideas, drawing on reading and research where necessary
    c) in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
2. **draft and write by:**
    d) selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
    e) in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
    f) précising longer passages
    g) using a wide range of devices to build cohesion within and across paragraphs
    h) using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
3. **evaluate and edit by:**
    a) assessing the effectiveness of their own and others' writing
    b) proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
    c) ensuring the consistent and correct use of tense throughout a piece of writing
    d) ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
4. **proof-read for spelling and punctuation errors**
5. **perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear**

Writing – Vocabulary, grammar and punctuation

Pupils should be taught to:
- develop their understanding of the concepts set out in English Appendix 2 by:
  a) recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  b) using passive verbs to affect the presentation of information in a sentence
  c) using the perfect form of verbs to mark relationships of time and cause
  d) using expanded noun phrases to convey complicated information concisely
  e) using modal verbs or adverbs to indicate degrees of possibility
  f) using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  g) learning the grammar for years 5 and 6 in English Appendix 2 WORD TEXT PUNCTUATION GRAMMAR
- indicate grammatical and other features by:
  h) using commas to clarify meaning or avoid ambiguity in writing
  i) using hyphens to avoid ambiguity
  j) using brackets, dashes or commas to indicate parenthesis
  k) using semi-colons, colons or dashes to mark boundaries between independent clauses
  l) using a colon to introduce a list
  m) punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

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.

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.

Literacy Curriculum – Knutton St. Mary's CE (vc) Primary School

WORD Year 5	SENTENCE Year 5	TEXT Year 5	PUNCTUATION Year 5
• Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–]	• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity **Terminology for Year 5** (previous years and..) modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
WORD Year 6	SENTENCE Year 6	TEXT Year 6	PUNCTUATION Year 6
• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little].	• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech	• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] **Terminology for Year 6** subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Year	GRAMMAR Objectives	Example	Terminology	Level of Importance*
5	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence	High
5	Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'	Extend children's use and knowledge of subordinate clauses.	Relative clause Relative pronoun	Medium
5	Use commas to clarify meaning or avoid ambiguity	Encourage children to read their work for sense and meaning, and to punctuate short pauses with commas.	Comma	High
5	Use adverbials of time, place and number to link ideas across paragraphs	Encourage children to use paragraphs to break up their writing and to link ideas using words such as 'Earlier…' or 'Nearby…' or 'Secondly…'. They can also use phrases in the same way: 'Later on…' or 'Far away…'.	Adverbial	High
5	Use brackets, dashes or commas to indicate parenthesis	Help children to see that brackets, dashes and commas can all be used to indicate parenthesis In the museum, the toys (always the most popular exhibit) are on display as you enter the hall. In the museum, the dinosaur – first seen from the stairs – is the largest exhibit they possess. In the museum, the fossils, never easy to display, have lights behind them.	Bracket Dash Comma Parenthesis	Medium
5	Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures	Chn need to turn direct speech into indirect speech and recognise how the writing becomes more formal. "I'll never admit that you're better than Arsenal," Fred growled as the Man U supporter tightened the headlock. Turns into: Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock.		

	GRAMMAR Objectives	Example	Terminology	Level of Importance*
5	Use apostrophes correctly	Consolidate correct use of apostrophes: 1. To indicate possession in singular or plural nouns: The dog's tail, cats' eyes, .. 2. To indicate a contraction – taking the place of missing letter(s) I'm, don't, ...	Apostrophe Contraction	
5	Use modal verbs to indicate degrees of possibility	Show children how we can have a hierarchy of possibility using modal verbs: I may go to my granny's. I might go to my granny's. I should go to my granny's. I will go to my granny's. I must go to my granny's.	Modal verb	
5	Y5/Y6 Use dialogue, recognise differences between spoken and written speech (contractions)	Consolidate children's use of dialogue, including use of speech punctuation Stress differences between spoken and written speech. E.g. Contracted forms, and slang... "Give me a break," sneered Tom, "You can't expect me to believe that!" "Ger'off, you're hurting me," Sam told his younger brother.	Inverted commas or speech marks Direct speech	High

Year	Grammar Objectives	Examples	Terminology	Level of importance*
6	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence	High (This is essential for end of Y6)
6	Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.	Help children use punctuation correctly: • Full stops, question marks for questions and exclamation marks for exclamations. • Speech marks for dialogue, with capital letters and full stops or exclamation/question marks as appropriate. • commas for pauses within sentences	Full stop Comma Exclamation mark Question mark	High (This is essential for end of Y6)
6	Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.	Consolidate children's use of description to enable them to express themselves in interesting ways.	Noun Adjective Verb Adverb Phrase Preposition	High (This is essential for end of Y6)
6	Use expanded noun phrases to convey complicated information concisely	The blue and white salts left in the basin can be placed in a jar for safe-keeping. The herd of deer we saw earlier have returned to the hillside. (A good test of a noun phrase is that the whole thing can be replaced by a pronoun.)	Noun Phrase	Medium
6	Use semi-colons or dashes	Show children how we can use a semi-colon to indicate a pause longer than a comma and we can use a dash to indicate a further thought. The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive. Simon absolutely refused to apologise – he was convinced he had done nothing wrong.	Semi-colon Dash	Medium

Year	Grammar Objectives	Examples	Terminology	Level of importance*
6	Distinguish between informal and formal vocabulary and sentence structures	Encourage chn to see how we can use speech structures in informal writing and appropriate structures such as the subjunctive in formal writing. E.g. He really gave that his best shot didn't he? [Informal speech structure] She is really not going to change her mind, is she? [Informal speech structure] If I were you, I would go and say sorry to Jimmy. [Subjunctive] If the planet were to warm more than 3^0, scientists think that much of the UK would be under the sea. [Subjunctive]		
6	Use bullet points and punctuate correctly	Encourage children to use bullet points in non-fiction writing.	Bullet points Semi-colon	
6	Use colons and semi-colons in punctuating bullet points	New playground rules: • No running in the quiet area; • No football except on the pitch • Hoops, skipping ropes and Frisbees to be returned to the big basket; and • No food in the sitting area.	Colon	
6	Use hyphens to avoid ambiguity	Help children to see that a hyphen can change the meaning: 'man-eating shark' is different from 'man eating shark' 'cat-hating woman' is different from 'cat hating woman' 're-cover' is different from 'recover'	Hyphen	
6	Use passive voice to present information in an objective way	Demonstrate to children how we can describe an incident without saying who did it! Show children how the passive voice helps us to report something without allocating responsibility. The window was broken by a football being kicked through it. The kittens were placed on the doorstop of the orphanage. John was punched in the chest.	Passive voice	

SPELLINGS Year 5 and Year 6

Objective	Rules and Guidance	Examples
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	http://www.schoolslinks.co.uk/SpellingBank.pdf
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence http://www.schoolslinks.co.uk/SpellingBank.pdf

Objective	Rules and Guidance	Examples
Words ending in –able and –ible Words ending in –ably and –ibly	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

Objective	Rules and Guidance	Examples
Adding suffixes beginning with vowel letters to words ending in –fer	The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling http://www.schoolslinks.co.uk/SpellingBank.pdf Pg 55
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough

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Objective	Rules and Guidance	Examples
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight http://www.schoolslinks.co.uk/SpellingBank.pdf Page 11
Homophones and other words that are often confused	In the pairs of words opposite, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c.	
Homophones and other words that are often confused (continued) Examples from year 3 / year 4 accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether,	descent: the act of descending (going down). dissent: to disagree/disagreement (verb and noun). desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal. draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air.	principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)

Word List – Years 5 and 6 – separate resource list