

**Objectives to teach in every term in Year 5**

In addition to previous learning, pupils should learn how to...

Reading	Reading	Writing	Transcription
<p><b>Becoming a Reader</b>                      Develop a love of books and reading                      Enjoy reading for a sustained period  <u>Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</u>                      Know a range of children’s authors and poets  <u>Read for a range of purposes</u>                      Use pertinent and technically specific vocabulary when talking about books                      Discuss a text confidently with others, responding to their ideas and challenging their views courteously</p> <p><b>Word Reading</b>                      Continue to use phonic knowledge and skills with unfamiliar words                      Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p><b>Fluency</b>  <u>Read Year 5 texts fluently</u></p>	<p><b>Reading Comprehension</b>  <u>Identify vocabulary being used beyond the literal sense</u>                      Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)                      Use imagination and empathy to explore a text beyond the page                      Develop understanding by making connections between texts and the world beyond their own experience                      Apply previous retrieving objectives to year 5 texts                      Check that the text makes sense to them and use questioning and discussion to further their understanding  <u>Use knowledge of synonyms and hypernyms to aid comprehension</u>  <u>Use knowledge of synonyms and hypernyms to aid inference</u>                      Predict what may happen using stated and implied details and a wider personal understanding of the world                      Summarise using an appropriate amount of detail as evidence  <u>Answer questions drawing on information from several places in the text</u></p> <p><b>Becoming a Researcher</b>  <u>Detect bias and distinguish fact from opinion</u>                      Search texts (including screen-based texts) for information quickly and</p>	<p><b>Planning, Composing and Evaluating</b>                      Collect ideas for writing from the world around them  <u>Develop and explore ideas for writing through discussion, further reading and research</u>                      Use a wide knowledge of text types, forms and styles to plan their writing  <u>Plan for a clear purpose and (an often real) audience</u>  <u>Use a wide knowledge of text types, forms and styles to inform their writing</u>  <b><u>Plan and write for a range of clear purposes and (often real) audiences (WTS KS2)</u></b>                      Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C)                      Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)                      Borrow writers’ techniques from book, screen and stage                      Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5)  <u>Revise their work</u> to ensure that the content and style of writing accurately reflects the purpose                      Proof–read their work for spelling, grammar and punctuation errors  <u>Edit their work effectively and make improvements based on this</u>                      Evaluate the work of others and suggest improvements</p>	<p><b>Spelling</b>  <b><u>Use a dictionary to check the meaning and spelling of words (EXS KS2)</u></b>  <u>Combine phonics, morphology and spelling conventions to spell unfamiliar words</u>                      Investigate spelling patterns and conventions  <u>Use a thesaurus</u>                      Use etymology to aid spelling                      Choose the correct spelling by using a visual strategy (‘Does it look right?’)</p>

	efficiently and make choices about the appropriateness of the information Understand copying, quoting and adapting source material	<b>Grammar and Punctuation</b> Use correct grammatical terminology when discussing their writing Ensure correct subject verb agreement <b>Use verb tenses consistently and correctly throughout their writing (EXS KS2)</b>	
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**+ Objectives to teach in the Autumn Term of Year 5**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Present a well-structured, persuasive argument including reasons and evidence Analyse the use of persuasive language in different contexts Plan and manage a group task over time</p> <p><b>Drama</b> Vary voice for dramatic effect e.g. by using volume, tone and pitch</p>	<p><b>Becoming a Reader</b> Increase their familiarity with fiction genres including books from other cultures Recommend a book and explain why</p> <p><b>Fluency</b> Learn poems by heart</p> <p><b>Reading Comprehension</b> Use questioning and discussion with peers to further their understanding of a text Extract information from a text by following a train of thought through a longer paragraph <u>Make inferences from evidence found throughout the text</u> Recognise that different parts of the text may have different purposes Identify a point in the text where the author has made a structural choice and consider the reasoning behind it Discuss and evaluate how authors use language and the impact on the reader</p>	<p><b>Planning, Composing and Evaluating</b> <u>Structure and organise writing in well linked paragraphs</u> Build cohesion within a paragraph <u>Link openings to closings</u> Vary the way sentences begin <u>Carefully select words (including some from Appendix B – Year 5) to create effects</u> <b>Create atmosphere (EXS KS2)</b> <u>Change vocabulary and grammar to enhance effects and clarify meaning</u></p> <p><b>Grammar and Punctuation</b> <b>Use devices for cohesion within a paragraph (EXS KS2)</b> Recognise relative pronouns e.g. which, that, who (whom, whose), when, where Use relative pronouns appropriately <u>Experiment with clause position in complex sentences</u> Understand that <b>grammar</b> and punctuation can be used semantically and pragmatically Use <b>grammar and</b> punctuation both semantically and pragmatically</p>	<p><b>Spelling</b> Spell words with the suffix –ive Spell words with the suffix -ist Spell words ending in -cious Spell words ending in -tious Spell words ending in -cial and -tial <b>Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety (EXS KS2, some for WTS KS2)</b></p> <p><b>Handwriting and Presentation</b> Adapt handwriting to specific purposes e.g. printing, use of italics <u>Use features of layout, presentation and organisation effectively in written and on-screen media</u></p>

**+ Objectives to teach in the Spring Term of Year 5**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener <u>Analyse techniques designed to engage the listener</u> Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to</p> <p><b>Drama</b> Invent dialogue, gesture and movement to suit a character</p>	<p><b>Becoming a Reader</b> Increase their familiarity with fiction genres including modern fiction</p> <p><b>Fluency</b> Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience</p> <p><b>Reading Comprehension</b> Revisit questions during the reading of a text as new information is revealed <u>Extract information that is scattered throughout a whole text</u> <u>Make inferences from evidence found throughout the text</u> Comment on a writer's purpose and viewpoint e.g. noting bias Identify a point in the text where the author has made a structural choice and consider the reasoning behind it Explain why an author has used figurative language and the effect this has</p>	<p><b>Planning, Composing and Evaluating</b> <u>Write to engage the reader</u> <u>Maintain a viewpoint throughout a text</u> Ensure cohesion within and between all paragraphs in a text <u>Carefully select words (including some from Appendix B – Year 5) to sustain and develop ideas</u> <u>Use stanzas to organise ideas around a theme in poetry</u> Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear</p> <p><b>Grammar and Punctuation</b> <b>Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text (EXS KS2)</b> Recognise and know the purpose of relative clauses e.g. beginning with who, which, where, when, whose, that Use relative clauses to add detail to sentences <u>Orchestrate a range of sentence structures</u> <b><u>Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)</u></b> Use <u>grammar and</u> punctuation both semantically and pragmatically</p>	<p><b>Spelling</b> Spell words ending in -ant, -ance and -ancy Spell words ending in -ent, -ence and -ency Spell diminutives using mini-, micro-, -ette and -ling Spell words with the prefix bi- Spell words with the prefix trans- <b>Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable (EXS KS2, some for WTS KS2)</b></p> <p><b>Handwriting and Presentation</b> <b>Maintain legibility in joined handwriting when writing at speed (EXS KS2)</b> <u>Combine written text and illustration to enhance the words and their meaning</u></p>

**+ Objectives to teach in the Summer Term of Year 5**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Use language fluidly to speculate, hypothesise, imagine and explore ideas Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective Use a range of question types in discussion and conversation</p> <p><b>Drama</b> Perform a published script experimenting with voice, gesture and staging</p>	<p><b>Becoming a Reader</b> Increase their familiarity with fiction genres including traditional stories Recommend an author and explain why</p> <p><b>Fluency</b> Learn more complex poems by heart</p> <p><b>Reading Comprehension</b> Ask deeper questions as the text progresses Develop a fuller understanding of the text by combining clarifying and inferring Use evidence to both support and challenge conclusions drawn within and from a text Identify, describe and compare writers' themes across a range of texts Explain some choices an author has made in structuring and organising their text Explain how meaning is enhanced through the use of words and phrases</p>	<p><b>Planning, Composing and Evaluating</b> Choose a text form <u>Develop paragraphs creatively using techniques such as contrast, additional detail and explanation</u> Select which parts of writing need to be developed in detail Balance narrative writing between <u>telling the story</u>, action, description and dialogue <u>Carefully select words (including some from Appendix B – Year 5) to create vivid description</u> <u>Use stanzas to organise ideas around a theme in poetry</u> Ensure the consistent and correct use of tense through a longer piece of writing</p> <p><b>Grammar and Punctuation</b> Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs Recognise a modal verb is e.g. might, should, could, would, can, may, must, shall, will Recognise a modal adverb is e.g. perhaps, surely, obviously Use modal verbs and adverbs Understand what parenthesis is Recognise and identify brackets and dashes <b>Use brackets, dashes or commas for parenthesis (contributes to EXS KS2 and GD KS2)</b> Use <u>grammar and punctuation</u> both semantically and pragmatically</p>	<p><b>Spelling</b> Spell words with the prefix im- Spell words with the prefix pro- Spell words ending in -able and -ible Spell words ending in -ably and -ibly <b>Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht (EXS KS2, some for WTS KS2)</b></p> <p><b>Handwriting and Presentation</b> <b>Maintain legibility in joined handwriting when writing at speed (EXS KS2)</b> <u>Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning</u></p>