| YEAR FIVE/SIX MEDIUM PLAN OVERVIEW | UNIT: | |
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| Word Recognition | | |
| Pupils should be taught to:   * apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling), both to read aloud and to understand the meaning of new words that they meet. | | |
| Comprehension | | |
| Pupils should be taught to:   * 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 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 through intonation, tone and volume so that the meaning is clear to an audience * 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. | | |
| Spelling | | |
| Pupils should be taught to:   * use further prefixes and suffixes and understand the guidance for adding them (-ate, -ise, -ify, dis-, de-, mis-, over-, re-) * 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 the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus. | Endings which sound like /ʃəs/ spelt –cious or –tious | Words with the /i:/ sound spelt ei after c |
| Endings which sound like /ʃəl/ | Words containing the letter-string ough |
| Words ending in –ant,  –ance/–ancy,  –ent,  –ence/–ency | Homophones  Aisle/isle – aloud/allowed – affect/effect – altar/alter – ascent/assent – bridal/bridle – cereal/serial – advice/advise –  device/devise – licence/license – practice/practise – prohecy/prophesy – father/farther/further – guessed/guest – heard/herd – led/lead – morning/mourning – past/passed – compliment/complement – descent/dissent – desert/dessert – draft/draught – precede/proceed – principal/principle – profit/prophet – stationary/stationery – steal/steel – wary/weary – who’s whose |
| Words ending in –able and  –ible  Words ending in –ably and  –ibly |
| Adding suffixes beginning with vowel letters to words ending in –fer |
| Use of the hyphen (co-ordinate re-enter) |
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| Writing Composition |
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| Pupils should be taught to:   * plan their writing by: * 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 where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed * draft and write by: * 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] * evaluate and edit by: * assessing the effectiveness of their 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 a piece of 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 |
| Vocabulary, Grammar and Punctuation |
| Pupils should be taught to:   * develop their understanding of the concepts set out by: * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (Y6) * using passive verbs to affect the presentation of information in a sentence (Y6) * 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 (Y5) * using relative clauses beginning with who, which, where, when, whose, thator with an implied (i.e. omitted) relative pronoun (Y5) * using devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (Y5) * linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (second) (Y5) * linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis (Y6) * using layout devices such as headings, sub-headings, columns, bullets or tables to structure text (Y6) * indicate grammatical and other features by: * using commas to clarify meaning or avoid ambiguity in writing (Y5) * using hyphens to avoid ambiguity (Y6) * using brackets, dashes or commas to indicate parenthesis (Y5) * using semi-colons, colons or dashes to mark boundaries between independent clauses (Y6) * using a colon to introduce a list (Y6) * punctuating bullet points consistently (Y6) * use and understand the grammatical terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity) accurately and appropriately in discussing their writing and reading. (Y5) * use and understand the grammatical terminology (subject, object, active, passive, synonym, antonym, ellipse, hyphen, colon, semi-colon, bullet point) accurately and appropriately in discussing their writing and reading. (Y6) |
| **Handwriting** |
| Pupils should be taught to:   * write legibly, fluently and with increasing speed by: * 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. |