TIMU ACADEMY TRUST

Y5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Terminology p80	Pupils must use and understand:	• Y4 terminology • Modal verb	• Relative clause • Parenthesis	• Dash • Cohesion	• Ambiguity • Bracket • Relative pronoun	
Spelling Appendix 1 p73 Spelling Rules 50	Use the first 3/4 letters of a word to check spelling and/or meaning Use a thesaurus Prefixes and suffixes rules Endings which sound like /ʃəl/ spelt -cial or tial	Words ending in –ant, –ance/ –ancy, -ent, -ence/-ency Endings which sound like /ʃəs/ spelt –cious or –tious Words ending –able/-ible as well as –ably and –ibly	Words with the /i:/ sound spelt ei after c (conceive) Words containing the letter-string OUGH Endings which sound like /ʃəl/ spelt -cial or tial Words with 'silent' letters	Words ending in –ant, –ance/ –ancy, -ent, -ence/-ency Endings which sound like /ʃəs/ spelt –cious or –tious Prefixes and suffixes rules	Words ending –able/-ible as well as –ably and –ibly Endings which sound like /ʃəl/ spelt -cial or tial Words containing the letter-string OUGH Words with the /i:/ sound spelt ei after c (conceive)	Revision

Year 5 and Year 6 word list P.71
Complex exception words (caught)
Write from memory dictated sentences including punctuation

Handwriting

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

Composition

Plan 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
• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

VPG Appendix 2 Pg 74	**Revision of Y4 terminology** Converting nouns and adjectives into verbs using suffixes (-ise, -ify, -ate) Devices to build cohesion within paragraphs (then , after, that , this) Verb prefixes (dis-, de-, mis-, over-, re-) Use of brackets	Relative Clauses beginning with *who, which, where, when, whose, that* or an omitted relative pronoun. Linking ideas across paragraphs using adverbials of time, place, number, tense choice Using the perfect form of verbs to mark relationships of time and cause	Use modal verbs or adverbs to indicate degrees of possibility Use of dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Using expanded noun phrases to convey complicated information concisely	Use of brackets Converting nouns and adjectives into verbs using suffixes (-ise, -ify, -ate) Devices to build cohesion within paragraphs (then , after, that , this) Verb prefixes	Use of dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Using expanded noun phrases to convey complicated information concisely Linking ideas across paragraphs using adverbials of time, place, number, tense choice	Relative Clauses beginning with *who, which, where, when, whose, that* or an omitted relative pronoun. Using the perfect form of verbs to mark relationships of time and cause Revision

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Reading	## Word Reading

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<tr><td rowspan="1">Reading</td><td colspan="2" align="center">Word Reading</td></tr>
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Word Reading

- I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list
- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Comprehension

Maintain positive attitudes to reading and understanding of what they read by:

- Continuing to read and discuss an increasingly wide range of text types and genre
- 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 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
- 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

Understanding what pupils are reading 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

- 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

Reading Comprehension

To be taught at a level appropriate to the pupils (ONGOING)

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions , presentation, performances, role-play, improvisation and debates
- Gain, maintain and monitor the interest of the listeners
  Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Speaking and Listening

GPC - grapheme, phoneme correspondences