Breadth of Study in English

Years 5 and 6

Genres to be covered:

Narrative

- Different genres (Mystery stories ed. Helen Cresswell, Enid Blyton, Joshua Doder, Horror stories ed Susan Price, War – War Horse, Private Peaceful, Carrie's War, The Silver Sword, When Hitler Stole Pink Rabbit, Goodnight Mr Tom, The Snow Goose Fantasy – Cornelia Funke, Harry Potter, Philip Pullman, Percy Jackson, Adventure – Alex Rider books, Artemis Fowl,)

- Shakespeare and playscripts (Stories from Shakespeare, Marcia Williams)

- Flashbacks in stories (Tom's Midnight Garden, The Piano, Up, Finding Nemo)

- Stories and film (The Secret Garden, Carrie's War, Charlotte's Web)

- Stories from different cultures (Journey to Jo'Burg, Walkabout, Coram Boy, Journey to the River Sea, James Berry, The Midnight Fox, Kensuke's Kingdom)

- Myths and legends (Heroes of Olympus, Pandora's Box, The Adventures of Robin Hood, Outlaw: the story of Robin Hood, Arthur High King of Britain, Beowulf, The King Arthur Trilogy)

Non-Narrative:
- Explanations
- Reports – Journalistic
- Persuasion
- Discussion and argument
- Recounts – autobiography and biography
- Instructions

Poetry:
- Kennings
- Narrative Poetry (The Highwayman, The Lady of Shalott, The Pied Piper of Hamelin

- Epitaphs
- Poet Study - compare poems on topic/theme by 2 or more poets. (Cloudbusting – Malorie Blackman)

Book List

Key Authors/Texts:

Malorie Blackman

Benjamin Zephaniah

Diary of a Wimpy Kid

Charlie Higson

Anthony Horowitz

David Walliams

Jeff Kinney

David Almond

Speaking and Listening

Listen and respond appropriately, including turn taking in groups and following instructions

Tell and retell stories, both narrative and non-narrative, in preparation for writing

Expand word knowledge. Use dictionaries and thesauruses.

Oral explorations, including use of different shades of meaning, explore ambiguous language.

Articulate and justify answers – particularly through immersion phase – opportunities to explore and explain. Also through Guided Reading.

Oral presentations – including debates, discussion and argument.

Drama opportunities to explore characters, use of playscripts, assemblies and performances.

Meaning through speaking – Shakespeare's language.

Use of "what if" questions applied to language choices, e.g. What if we change this word?

Expression and justification of viewpoints.

Ask own questions to improve understanding of a text.

Hypothesising – opportunities through science and maths, also D Day beaches in topic.

Immersion phase of literacy planning should show opportunities for speaking and listening.

Reading

Ongoing class story or poetry – read aloud at a level beyond what the children can read independently and experience a wide range of genres, themes and texts from our literary heritage.

Word Reading: applying what has been learned in Read, Write Inc.

Create their own word mats around stories/texts/topics.

Recognise and use contents and indexes, dictionaries and thesauruses. Use different types of dictionaries, e.g. rhyming, maths, abbreviations etc.

Comprehension: Reading environment within the classroom should promote reading for pleasure and instil reading behaviours. Class displays and class libraries should tie in with author studies and genres.

- Even though children can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

- The knowledge and skills that children need in order to comprehend are very similar at different ages. They should continue to apply what they have already learned to more complex writing.

- Children should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional

characters), within a text and across more than one text.

- They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

- Children should be taught the technical and other terms needed for discussing what they hear and read, such as *metaphor*, *simile*, *analogy*, *imagery*, *style* and *effect*.

- In using non-fiction, children need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

- The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where children are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any available library services and expertise to support this.

- Children should have guidance about and feedback on the quality of their explanations and contributions to discussions.

Pupils should be taught to:

- develop 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.

  - listening to and discussing a 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
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination

- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
    - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
    - asking questions to improve their understanding of a text
    - 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
    - identifying main ideas drawn from more than one paragraph and summarising these
    - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

Transcription/Spelling: Read, Write Inc

Thesaurus and dictionary work.

Revise work done in previous years

New work for years 5 and 6

Statutory requirements	*Rules and guidance (non-statutory)*	*Example words (non-statutory)*
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	**–cial** is common after a vowel letter and **–tial** after a consonant letter, but there are some	official, special, artificial, partial,

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
sound like /ʃəl/	exceptions. **Exceptions**: initial, financial, commercial, provincial (the spelling of the last three is clearly related to *finance*, *commerce* and *province*).	confidential, essential
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.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)
	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.	innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)
	There are many words, however, where the above guidance does not help. These words just have to be learnt.	assistant, assistance, obedient, obedience, independent, independence
Statutory requirements	**Rules and guidance (non-statutory)**	**Example words (non-statutory)**
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**.	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible
	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	dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly,

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	root word can't be heard before it but it also sometimes occurs when a complete word *can* be heard (e.g. *sensible*).	terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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
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
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

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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**. More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. *The weather may affect our plans*). effect: usually a noun (e.g. *It may have an effect on our plans*). If a verb, it means 'bring about' (e.g. *He will effect changes in the running of the business*). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun *series* – a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word *complete* – to make something complete or more complete (e.g. *her scarf complemented her outfit*).	advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb *guess* guest: visitor heard: past tense of the verb *hear* herd: a group of animals led: past tense of the verb *lead* lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*) passed: past tense of the verb 'pass' (e.g. *I passed him in the road*) precede: go in front of or before proceed: go on

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused (continued)	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 of *who is* or *who has* whose: belonging to someone (e.g. *Whose jacket is that?*)

Word list – years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)

especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme

pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Transcription/Handwriting: Penpals

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 little

choosing the writing implement that is best suited for a task.

Composition

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 (Peer assessment)
  - 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.

Grammar:

Lesson starters to focus on grammar and vocabulary development. Use "Jumpstart!", Grammar for Writing, Spelling bank activities, for example.

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–, de–, mis–, over– and re–*]
Sentence	**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*]
Text	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]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 6: Detail of content to be introduced (statutory requirement)	
Word	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*].
Sentence	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]

Year 6: Detail of content to be introduced (statutory requirement)	
Text	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]
Punctuation	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*]
Terminology for pupils	subject, object
	active, passive
	synonym, antonym
	ellipsis, hyphen, colon, semi-colon, bullet points