



Rhodes Avenue English Curriculum Objectives

English

Year 5 Objectives: Spoken Language

- **Talk and listen confidently in a wide range of contexts, including some that are formal.**
- Engage the interest of the listener by varying their expression and vocabulary.
- Adapt spoken language to the audience, purpose and context.
- Explain the effect of using different language for different purposes.
- Develop ideas and opinions with relevant detail.
- Express ideas and opinions, justifying a point of view.
- Show understanding of the main points, significant details and implied meanings in a discussion.
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.
- Begin to use standard English in formal situations.
- Begin to use hypothetical language to consider more than one possible outcome or solution.
- Perform their own compositions, using appropriate intonation and volume so that meaning is clear.
- Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.
- Understand and begin to select the appropriate register according to the context.



Rhodes Avenue English Curriculum Objectives

English

Year 5 Objectives: Reading

WORD READING

- **Apply phonic knowledge and skills to read unfamiliar words.**
- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.



Rhodes Avenue English Curriculum Objectives

English

Year 5 Objectives: Reading

COMPREHENSION

- **Maintain positive attitudes to reading and understanding of what they read.**
- Read and discuss on increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways.
- Read for a range of purposes.
- Become familiar with a range of books, including myths, legends and traditional stories and books from other cultures and traditions.
- Recommended books to peers, giving reasons for their choices.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Make comparisons between books.
- Learn poems by heart. For example, narrative verse, haiku.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- **Understand books read independently.**
- Check that the book is meaningful and discuss what has been understood.
- Use meaning-seeking strategies to explore the meaning of words in context.
- Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.
- Ask questions to improve understanding.
- Draw inferences such as inferring characters' feeling, thoughts and motives from their actions.
- Justify inferences with evidence from the text.
- Make predictions from details stated and implied information.
- Summarise the main ideas drawn form a text.
- Identify the effect of the context on a text. For example, historical or other cultures.
- Identify how language, structure and presentation contribute to the meaning of a text.



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English

Year 5 Objectives: Reading

COMPREHENSION

- **Discuss and evaluate how authors use language, including figurative language, considering the impact.**
- Identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification.
- Identify grammatical features used by writer – rhetorical questions, varied sentences lengths, varied sentence starters, empty words – to impact on the reader.
- **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.**
- Express a personal point of view about a text, giving reasons.
- Raise queries about texts.
- Make connections between other similar texts, prior to knowledge and experience.
- Compare different versions of texts.
- Listen to others' ideas and opinions about a text.
- Build on others' ideas and opinions about a text in discussion.
- **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.**
- Present an oral overview or summary of a text.
- Present the author's viewpoint of a text.
- Present a personal point of view based on what has been read.
- Listen to other's personal point of view.
- **Provide reasoned justifications for their views.**
- Explain a personal point of view.
- Give reasons for a personal point of view.
- **Distinguish between statements of fact and opinion.**
- **Retrieve, record and present information from non-fiction. Collate.**
- Retrieve and record information.
- Collate information retrieved.



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English

Year 5 Objectives: Writing

TRANSCRIPTION

Know how to:

- Form verbs with prefixes. For example, dis, de, mis, over and re.
- Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify.
- Understand the general rules for adding prefixes and suffixes above.
- Spell some words with 'silent' letters, e.g knight, psalm, Solemn.
- Distinguish between homophones and other words which are often confused.
- Spell identified commonly misspelt words from Year 5 & 6 word list.
- Understand the spelling of some words need to be learnt specifically.
- 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.
- Use a range of spelling strategies.

- **Handwriting.**
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- **Write legibly fluently and with increasing speed.**
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.



Rhodes Avenue English Curriculum Objectives

English

Year 5 Objectives: Writing

COMPOSITION

- **Plan writing.**
- Identify the audience for and purpose of the writing.
- Select the appropriate form and register for the audience and purpose of the writing.
- Note and develop initial ideas.
- Use knowledge of the writer's craft from their reading.
- Use knowledge from research.
- In writing narratives, consider how authors have developed characters and setting in what they have read, listened to or seen performed.
- **Draft and write.**
- Use the appropriate grammar and vocabulary for the audience and purpose.
- Understand how grammar and vocabulary choices can change and enhance meaning.
- Understand how grammar and vocabulary choices create impact on the reader.
- In narratives, integrate description, action and dialogue to convey character and plot.
- Précis short passages, conveying key information.
- Use a range of devices to build cohesion within and across paragraphs.
- **Evaluate and edit.**
- Assess the effectiveness of their own and others' writing.
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece for writing.
- Ensure correct subject and verb agreement when using singular and plural.
- Distinguish between the language of speech and writing.
- Distinguish between the formal and informal spoken and written language.
- **Proof-read for spelling and punctuation errors.**
- **Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.**



Rhodes Avenue English Curriculum Objectives

English

Year 5 Objectives: Writing

VOCABULARY, PUNCTUATION AND GRAMMAR

- **Develop understanding of grammatical features.**
- Use cohesive devices (connecting adverbs, and adverbials) to link ideas within paragraphs.
- Use cohesive devices (connecting adverbs, and adverbials) to link ideas across paragraphs.
- Use modal verbs or adverbs to indicate degrees of possibility.
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- **Indicate grammatical features with punctuation.**
- Use commas to clarify meaning or avoid ambiguity in writing.
- Use bracket, dashes or commas to indicate parenthesis.

- **Use the terminology:**

- **Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity.**
- Understand the terminology.
- Use the terminology to talk about own writing.



Rhodes Avenue English Curriculum Objectives

| English | | | | |
|---|---|---|--|--|
| Year 5 Objectives: Grammar | | | | |
| Year 5 | | | | |
| Word Structure | Sentence Structure | Text Structure | Punctuation | Terminology |
| <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p> | <p>Relative clauses Beginning with who, which, where, why, or whose or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p> | <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (For example, He had seen her before.)</p> | <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> | <p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity</p> |



Rhodes Avenue English Curriculum Objectives

| English | | | |
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| Year 5 Objectives: Grammar – Additional Challenge | | | |
| Words/Vocabulary | Sentence Structure | Text Structure | Punctuation |
| <p>Develop use of modality degrees of possibility using a range of modal verbs: might, should, will, must adverbs: perhaps, surely</p> <p>Use empty words to add suspense: something, no one, some one</p> <p>Introduce: Metaphor: Emmy was a mouse in class: she never answered any questions.</p> <p>Personification: The palm trees wave goodby.</p> <p>Onomatopoeia The water gurgled into a crack in the rocks.</p> <p>Develop the use of technical language as appropriate.</p> | <p>Developing sentence starters: Expanding adverbials Early one misty morning.. Far beyond the forbidding mountain peaks...</p> <p>Expanding ed starters: Paralysed by fear, Bruno gazed at the soldiers.</p> <p>Power of three: Long, long ago, before your time and mine... Silently, cautiously, yet determined...</p> <p>Embedding ed and ing clause: Dan, tired of waiting, dived into the cool, inviting water. The witch, crackling hideously, snatched the golden bag.</p> <p>Varying sentence length for meaning and effect.</p> <p>Experiment with order in sentences for impact; Sobbing piteously, she ran out of the crowded room. She ran out of the room sobbing piteously.</p> <p>Use of rhetorical questions.</p> | <p>Narrative:</p> <p>Use different ways of opening a story.</p> <p>Use flashbacks as appropriate.</p> <p>Use changes in time, place and events to link ideas across paragraphs.</p> <p>Use connecting adverbs and other cohesive devices to link ideas within paragraphs.</p> <p>Non- narrative: Clear structure: Introductory opening which engages the reader and makes the purpose of the text explicit.</p> <p>Middle section, giving information – paragraphed appropriately, with ideas linked in and across paragraphs.</p> <p>Ending which appeals to the reader.</p> <p>Writer’s viewpoint clear and maintained throughout.</p> | <p>Use of brackets.</p> <p>Secure use of commas.</p> <p>Use of colon following character’s name in a play.</p> |



Year 5 Objectives Spelling

Revision of work from Years 3 and 4.



Rhodes Avenue English Curriculum Objectives

| English | |
|--|--|
| Year 5 Objectives: Spelling | |
| Statutory Requirements | Example Words |
| Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) | doubt, island, lamb, solemn, thistle, knight |
| Words containing the letter-string ough | ought, brought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through, thorough, borough plough, bough |
| Words with the /i:/ sound spelt ei after c | deceive, conceive, receive, perceive, ceiling |
| Words ending in -able and -ible Words ending in -ably and -ibly | 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 |
| Use of the hyphen | co-ordinate, re-enter, co-operate, co-own |
| Homophones | isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, alter/alter, ascent/assent, bridle/bridal, led/lead, steal/steel, cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose |



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| English | | | | | |
|--|---|---|---|---|--|
| Year 5/6 Word List-Words across the Curriculum | | | | | |
| English | Maths | Science | Geography | Music | History |
| correspond dictionary language persuade sincerely signature | average forty symbol twelfth | conscious environment equipment muscle physical shoulder stomach system temperature | environment existence foreign lightning neighbour | rhyme rhythm | ancient foreign government parliament priviledge sacrifice soldier system |
| Roles | Unstressed vowels | Spoken Language | Learning Related | Rare GPCs | |
| amateur committee profession secretary soldier | cemetery desperate definite individual restaurant temperature vegetable | communicate criticise exaggerate explanation interrupt pronunciation relevant suggest | achieve excellent thorough individual | bruise guarantee immediately queue vehicle yacht | |



Year 5/6 Word List-No Curriculum Links

accommodate
accompany
according
aggressive
apparent
appreciate
attached
available
awkward
bargain
bruise
category
community

competition
conscience
controversy
convenience
curiosity
definite
determined
develop
disastrous
embarrass
especially
familiar
frequently

harass
hindrance
interfere
leisure
marvellous
mischievous
necessary
nuisance
occupy
occur
opportunity
prejudice
programme

recognise
recommend
sufficient
variety