



Year 5/6 English Overview

Reading – Word Recognition	Reading - Comprehension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ 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.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ 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	Spelling Requirements from Appendix 1	Word List for Y5/Y6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand the guidance for adding them ▪ 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. 	<ul style="list-style-type: none"> ▪ Endings which sound like /ʃəs/ spelt -cious or -tious ▪ Endings which sound like /ʃəl/ ▪ Words ending in -ant, -ance/-ancy, -ent, -ence/-ency ▪ 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 ▪ Words with the /i:/ sound spelt ei after c ▪ Words containing the letter-string ough ▪ Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) ▪ Homophones and other words that are often confused 	<p>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, 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</p>



Writing - Handwriting	Writing - Composition
<p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> ▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letter ▪ choosing the writing implement that is best suited for a task. (e.g. quick notes, letters). 	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> ▪ 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 <p>draft and write by:</p> <ul style="list-style-type: none"> ▪ 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] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> ▪ 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.



Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught:

to develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- 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
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Y5 Vocabulary, Grammar and Punctuation Statutory Requirements from Appendix 2

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

NB: To ensure coverage of new NC programme of study for Y5/Y6, teachers should highlight and date each objective, as and when it is covered. Please note, this outlines the statutory core knowledge that has to be taught in Y5/6. Please add to this and enhance it to avoid superficial joining of the dots coverage. Remember purpose & vision – think big & beyond!



Y6 Vocabulary, Grammar and Punctuation Statutory Requirements from Appendix 2

Word	<p>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]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p>
Sentence	<p>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)].</p> <p>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]</p>
Text	<p>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</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

NB: To ensure coverage of new NC programme of study for Y5/Y6, teachers should highlight and date each objective, as and when it is covered. Please note, this outlines the statutory core knowledge that has to be taught in Y5/6. Please add to this and enhance it to avoid superficial joining of the dots coverage. Remember purpose & vision – think big & beyond!



Year 5 EoY Expectations for Writing
Broken down into possible termly targets - to show possible order of coverage

Autumn	Spring	Summer
In my writing, I can consistently use commas to clarify meaning or avoid ambiguity.	In my writing, I can consistently use brackets, dashes or commas to indicate parenthesis.	In my writing, I can indicate degrees of possibility using adverbs [e.g. perhaps] or modal verbs [e.g. might, should].
I can use a range of devices to build cohesion within a paragraph [for example, then, after that, this, firstly].	I can link ideas across paragraphs using adverbials of time, place and number.	I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].
I can spell verbs with prefixes [for example, dis-, de-, mis-, over- and re-].	I can use relative clauses (beginning with: who, which, where, when, whose, that) to enhance my sentences effectively.	I know the spelling rules for words ending in: -ant, -ance/-ancy, -ent, -ence/-ency. I spell these correctly in my writing.
I can spell words with 'silent' letters [e.g. knight, psalm].	I can spell words with endings: -cious or -fious.	I can spell words ending in -able and -ible and know the rules for adding these suffixes.
I can write legibly, fluently and with increasing speed and take pride in my presentation.	I can write legibly, fluently and with increasing speed and take pride in my presentation.	I can write legibly, fluently and with increasing speed and take pride in my presentation.
I can spell words ending in 'cial' (e.g. official, special, artificial, partial, confidential, essential).	I can spell words ending in -ably and -ibly and know the rules for adding these suffixes.	I am beginning to draft and write by précising longer passages.
I can spell words containing the letter-string ough.	I can spell words with ei after c (e.g. deceive, conceive, receive, perceive, ceiling).	I can select appropriate vocabulary, understanding how such choices can change and enhance meaning.
I can use a dictionary to check the spelling and meaning of words.	I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	I can ensure the consistent and correct use of tense throughout a piece of writing.
I continue to distinguish between homophones and other words which are often confused.	I can spell at least 25% of the Y5/Y6 word list accurately and consistently in my writing.	I can spell at least 50% of the Y5/Y6 word list accurately and consistently in my writing.
In writing narratives, I can consider how authors have developed characters and settings in what I have read, listened to, or seen performed.	In narratives, I can describe settings, characters and atmosphere.	In narratives, I can integrate dialogue to convey character and advance the action.
I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.	I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.	I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.
I can note and developing initial ideas, drawing on reading and research where necessary.	I can note and developing initial ideas, drawing on reading and research where necessary.	I can note and developing initial ideas, drawing on reading and research where necessary.



I always use the correct subject and verb agreement when using singular and plural.	I can assess the effectiveness of my own and others' writing.	I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
I can proof-read for spelling and punctuation errors.	I can proof-read for spelling and punctuation errors.	I can proof-read for spelling and punctuation errors.
	I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

NB: To be on track to meet EoY expectations in writing, Y5 pupils should meet the termly targets above. Pupils need to prove that they can consistently meet all of these targets and that the skills are imbedded into long term memory. The targets can be used to ensure coverage of the NC and can also be taught in any order. They can be stuck into pupil's books but must be adapted by each school to meet the needs of each class. These are the bare essentials only and should not hinder accelerated progress. You need to go beyond the bare minimum.



Year 6 EoY Expectations for Writing

Broken down into possible termly targets - to show possible order of coverage

Autumn	Spring	Summer
I can choose the correct layout for different types of writing [e.g. headings, sub-headings, columns, bullets, or tables].	I can use the colon to introduce a list and use the semi-colon accurately within lists.	I can use the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It's raining; I'm fed up].
I can link ideas across paragraphs using a wide range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, or as a consequence] and ellipsis.	I can link ideas across paragraphs using a wide range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, or as a consequence] and ellipsis.	I can link ideas across paragraphs using a wide range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, or as a consequence] and ellipsis.
I understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [e.g. find out – discover].	I understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing [e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms <i>If I were</i>].	I can use the appropriate vocabulary and appropriate structure in both informal and formal speech and writing.
I understand the terms 'synonym' and 'antonym' and am able to use a dictionary and thesaurus to look these up.	I understand how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].	I use hyphens, to avoid ambiguity, in my own writing.
I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.	I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.	I can draft and write by précising longer passages.
I can note and developing initial ideas, drawing on reading and research where necessary.	I can note and developing initial ideas, drawing on reading and research where necessary.	I can note and developing initial ideas, drawing on reading and research where necessary.
I can write legibly, fluently and with increasing speed and take pride in my presentation.	I can write legibly, fluently and with increasing speed and take pride in my presentation.	I can write legibly, fluently and with increasing speed and take pride in my presentation.
I understand the passive and can recognise passive sentences.	I can use 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)].	I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	I can spell at least 75% of the Y5/Y6 word list accurately and consistently in my writing.	I can spell 100% of the Y5/Y6 word list accurately and consistently in my writing.



I can assess the effectiveness of my own and others' writing.	I can assess the effectiveness of my own and others' writing.	I can assess the effectiveness of my own and others' writing.
I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
I can proof-read for spelling and punctuation errors.	I can proof-read for spelling and punctuation errors.	I can proof-read for spelling and punctuation errors.

NB: To be on track to meet EoY expectations in writing, Y6 pupils should meet the termly targets above. Pupils need to prove that they can consistently meet all of these targets and that the skills are imbedded into long term memory. The targets can be used to ensure coverage of the NC and can also be taught in any order. They can be stuck into pupil's books but must be adapted by each school to meet the needs of each class. These are the bare essentials only and should not hinder accelerated progress. You need to go beyond the bare minimum.