

$$4673 \times 23 =$$

$$4673 \times 3 =$$

$$5247 \div 4 =$$

$$3697 \div 16 =$$



English

- Coverage
- How English is taught
- Expectations
- Outcomes



English is taught under four main headings within school. These are:

- Reading and Comprehension
- SPaG (Spelling, Punctuation and Grammar)
- Writing
- Communication



Parents' Info

School Prospectus

Little Hollies
Nursery

Admission Criteria

Test Results

Ofsted

Term Dates

Policies

E-Safety

Uniform

Dinner Menus

Letters & Forms

Free School Meals

Quality Mark
Award 2012

[Parent tips for
reading/writing
with your child](#)

Guided Reading

The aim of guided reading is to help foster a love of reading, promote discussion around texts and help children to develop other, specific skills outlined in the curriculum. It also acts as a great starting point for the week's writing task.



Throughout the year, children will read and interrogate a variety of text types including narrative, poetry, non-fiction, and video clips.

These texts often link to our topics or current affairs and we aim to make them as engaging and relevant as possible.

Outcomes for Reading:

By Year 5, children should be fluent, enthusiastic readers. Fluent word reading is assumed by the curriculum and much of the focus is on children's comprehension skills.

Reading	
Word Reading	Comprehension
<p>To read words accurately</p> <ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes. <p>(Note: this should be through normal reading rather than direct teaching.)</p>	<p>To understand texts</p> <p>Recommend books to peers, giving reasons for choices.</p> <ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Learn a wide range of poetry by heart. Prepare 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. Check that the book makes sense, discussing understanding and exploring the meaning of words in context. Ask questions to improve understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Retrieve and record information from non-fiction. Participate in discussion about books, taking turns and listening and responding to what others say.

Reading with an adult

Children are able to visit the library to return and take out new books during DAB times and some lunchtimes. They may also bring in texts from home. Please encourage them to read a range of texts at an appropriate level of challenge.

Our aim this term is to read with every child every two weeks. However, children greatly benefit from reading daily and as often as possible with an adult.

When reading with someone else, children are able to:

- Ask and answer questions about the text
- Improve their vocabulary through discussion of unfamiliar words
- Have a dialogue around the text, talking about related matters
- Enjoy the experience: it's a wonderful chance to share and connect

Spelling, Punctuation and Grammar (SPaG)



- Taught discretely once per week
- Taught in context throughout the curriculum
- Follows a scheme
- Appeals to lots of children as there is usually a "right" answer

Outcomes for SPaG



Vocabulary, Grammar and Punctuation

Word Structure
Regular plural noun suffixes <i>-s</i> or <i>-es</i> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun
Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)
How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]
Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the spelling appendix.)
Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Formation of nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>]
Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]
Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]
The grammatical difference between plural and possessive <i>-s</i>
Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)
Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate, -ise, -ify</i>]
Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>]
How words are related by meaning as synonyms and antonyms [for example, <i>big, large, lithe</i>].

Sentence Structure
How words can combine to make sentences
Joining words and joining clauses using and
Subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)
Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]
How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)
Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun
Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</i>]
The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>if I were</i> or <i>Were they</i> to come in some very formal writing]

Text Structure
Sequencing sentences to form short narratives
Correct choice and consistent use of present tense and past tense throughout writing
Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Introduction to paragraphs as a way to group related material
Headings and sub-headings to aid presentation
Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i>]
Use of paragraphs to organise ideas around a theme
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)
Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices
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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis
Layout devices, such as headings, sub-headings, columns, bullets, or tables, to

Punctuation
Separation of words with spaces
Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
Capital letters for names and for the personal pronoun <i>I</i>
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Commas to separate items in a list
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Introduction to inverted commas to punctuate direct speech
Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]
Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]
Use of commas after fronted adverbials
Brackets, dashes or commas to indicate parenthesis
Use of commas to clarify meaning or avoid ambiguity
Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>it's raining; I'm fed up</i>]
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, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-over</i>]

Curriculum 14

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/314141/curriculum-programme-framework-for-key-stage-5-14-14.pdf

Terminology for Pupils
letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
determiner, pronoun, possessive pronoun, adverbial
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Key:
Year 1
Year 2
Year 3
Year 4
Year 5
Year 6

All terms in bold should be understood with the meanings set out in the glossary.

Year 5 Grammar Glossary



Grammar term	What does it mean?
Ambiguity/ambiguous	<p>If a phrase, clause or sentence is ambiguous, the meaning is not clear. Often, you can solve this problem by re-ordering the sentence or using more precise punctuation.</p> <ul style="list-style-type: none">• <u>I rode my horse wearing red pyjamas.</u> <i>Is it the horse that's wearing pyjamas?</i> Try... Wearing red pyjamas, I rode my horse.
Cohesion	<p>A text which has cohesion fits logically together. The reader can see how one part moves on to another or how the end links back to the beginning. We use cohesive devices, such as connective phrases and determiners, to achieve cohesion.</p>

Modal verb	<p>Modal verbs add meaning to the main verb. Modal verbs only have a single form, so you don't add -ing or -s to them. Some common modal verbs are:</p> <ul style="list-style-type: none"> • Will, shall, should, can, could, must.
Parenthesis	<p>We use parenthesis to add extra detail to a sentence which is already grammatically correct without it. We can use brackets, dashes or commas to separate the parenthetical information from the main sentence.</p> <ul style="list-style-type: none"> • Mrs. Jones (<u>my teacher</u>) works in Year 5. • The product of four and nine – <u>36</u> – is a square number. • Michael, <u>who sits next to me</u>, is brilliant at Art.
Relative pronoun	<p>Relative pronouns (who, which, where, that, when) introduce a relative clause. They refer back to a noun or clause that we already know.</p>
Relative clause	<p>A relative clause is a special type of subordinate clause which adds extra information to another noun or clause.</p> <ul style="list-style-type: none"> • James, <u>who never does his homework</u>, is very lazy. [the extra clause tells us more about James] • All the chocolate pudding was gone by the time I got in to lunch, <u>which really annoyed me</u>. [this refers to the whole previous clause about chocolate pudding]

Spelling

Year 5 and 6 Statutory Spellings

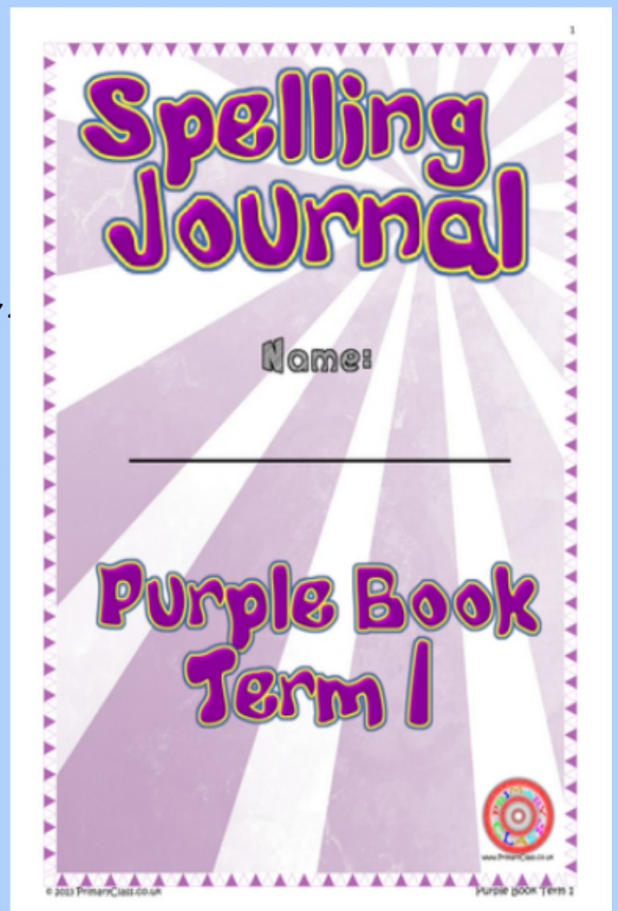
accommodate	cemetery	develop	frequently	mischievous	pronunciation	stomach
accompany	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	
category	determined	forty	marvellous	programme	soldier	

 visit [twinkl.com](https://www.twinkl.com)

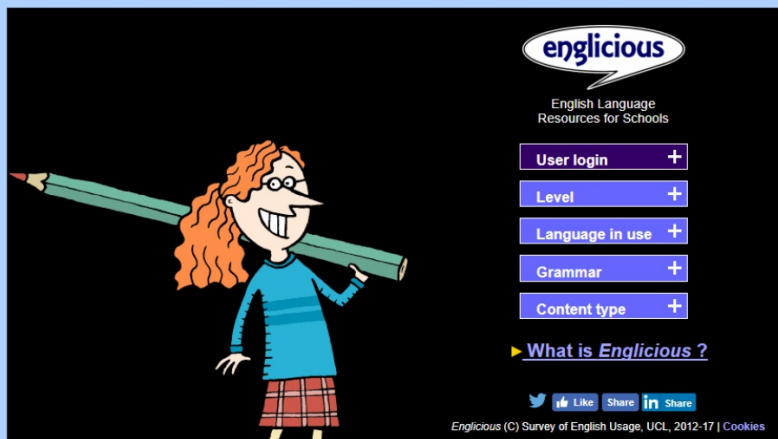
Children are tested on Y5/6 statutory spellings or "BoB" words in Dictation. They are also encouraged to use them in their writing where appropriate. The full list of words is kept in the back of their English books, hence the name BoB.

Spelling

Children are tested on these words once a week. Each week children are expected to take the booklet home and practise the spellings using the "Look Cover Check" method and complete the wordsearch and anagram puzzle.



Support for SPaG



Our Curriculum

Programmes of Study

Reading Schemes

Homework

Early Years
Foundation Stage
Curriculum

Grammar and
Spelling

Displays

Our Work

Trips

Writing



Teaching children how to write for a wide range of different purposes and audiences

Outcomes for Writing

Composition

To write with purpose

- Identify the audience for writing.
- Choose the appropriate form of writing using the main features identified in reading.
- Note, develop and research ideas.
- Plan, draft, write, edit and improve.

To use imaginative description

- Use the techniques that authors use to create characters, settings and plots.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue.

To organise writing appropriately

- Guide the reader by using a range of organisational devices, including a range of connectives.
- Choose effective grammar and punctuation and propose changes to improve clarity.
- Ensure correct use of tenses throughout a piece of writing.

To use paragraphs

- Write paragraphs that give the reader a sense of clarity.
- Write paragraphs that make sense if read alone.
- Write cohesively at length.

To use sentences appropriately

- Write sentences that include:
 - relative clauses
 - modal verbs
 - relative pronouns
 - brackets
 - parenthesis
 - a mixture of active and passive voice
 - a clear subject and object
 - hyphens, colons and semi colons
 - bullet points.

Transcription

To present neatly

Write fluently and legibly with a personal style.

To spell correctly

- Use prefixes, applying guidelines for adding them.
- Spell some words with silent letters (knight, psalm solemn).
- Distinguish between homophones and other words that are often confused.
- Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
- Use dictionaries to check spelling and meaning of words.
- Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.
- Use a thesaurus.

Writing

We write for a range of purposes and audiences in Year 5 and aim to make these as relevant, engaging and enjoyable as possible. Lots of the texts we choose link to our curriculum topics or current affairs.


We generally have our creative writing sessions on Thursdays and they are the culmination of other aspects of English work from the rest of the week. These comprise an interactive, creative VCOP lesson and a dedicated writing lesson.


Children are given some time to plan their writing and are then expected to be able to write independently and at length for a sustained amount of time. During this time, they are encouraged to read back over their work and ensure they are meeting the success criteria and their personal writing targets.

Success Criteria/WILFs

WILF stands for "What I'm Looking For" and is an acronym used by many schools. It breaks down the success criteria for meeting the objective. This is generally differentiated based on children's confidence with writing. The aim is for children to develop the ability to devise their own success criteria as they become more familiar with their targets and the key features of the genre.

WILF: Autobiography *		SA	PA	Teacher
Correct punctuation				
Clear sentences				
Paragraphs				
Subheadings				
Correctly spelt homophones				
T1_____				
T2_____				

WILF: Autobiography **		SA	PA	Teacher
Correct punctuation				
Paragraphs				
Well chosen subheadings				
Correctly spelt homophones				
Words with prefixes				
Informal tone				
T1_____				
T2_____				

WILF: Autobiography ***		SA	PA	Teacher
Correct punctuation				
Paragraphs				
Well chosen subheadings				
Correctly spelt homophones				
Words with prefixes				
Informal tone				
Writing is cohesive				
T1_____				
T2_____				

Targets

Children are set individual targets each half term.

They are expected to focus on these targets in every piece of extended writing in every subject.

Sometimes they will be selected by the teacher, sometimes by the child and sometimes a combination of the two.

e.g.

- T1 - To make sure I am avoiding 'run-on sentences' and recognise when I should be using a full stop rather than a comma.
- T2 - To up-level vocabulary used to describe emotions. 'Happy' and 'sad' have been banished!

Children should also be meeting these targets in their blue homework book. Please ask them to underline/highlight their T1 and T2.

Handwriting

In order to achieve their pen licence, children's handwriting must be joined in the appropriate places and be consistent throughout all writing. Letters should be appropriately formed and the correct size.

When children gain their pen licence, they are also given a pen. Subsequent pens are to be provided from home. Please ensure these pens are 'inky' pens like Berol handwriting pens or fountain pens rather than Biro-style pens.

Should you ever have any questions or issues...

Mrs Paul and Mrs Imran are available to speak to any afternoon after school for smaller matters.

If you wish to discuss something more complex or would like to talk about something privately, it may be best to make an appointment.

If you are not around at the end of the day, please send a letter or a message in the homework diary. Alternatively, you can also email enquiry@deanery.bham.sch.uk or make a phone call to the school office.

Questions?

