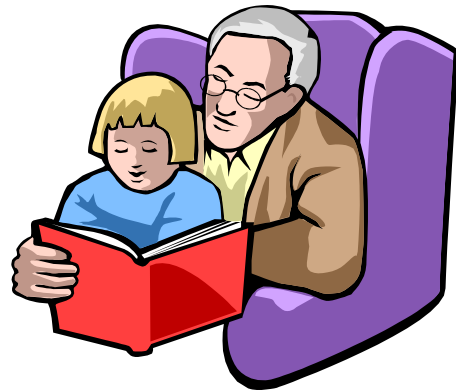




English
At
St Herbert's RC Primary School



How to help your child in
Year 5

English in Year 5

In Year 5, your child will increasingly meet a wider range of texts and types of writing, and will be encouraged to use their skills in a broader range of contexts. English is taught through a scheme, Literacy and Language, which develops children's comprehension, writing and spoken language. It uses a unique layered approach to build children's comprehension and writing and teaches grammar in context, with a comprehensive grammar bank to build their knowledge. Literacy and Language engages children and develops their vocabulary using drama and discussion. Within the scheme they will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 5 and 6, some focuses may include:

- Speak clearly in a range of contexts, using Standard English where appropriate
- Monitor the reactions of listeners and react accordingly
- Consider different viewpoints, listening to others and responding with relevant views
- Use appropriate language, tone and vocabulary for different purposes

Reading Skills

- Learn a range of poetry by heart
- Read a wide range of fiction, non-fiction, poetry, plays and reference books
- Perform plays and poems using tone, volume and intonation to convey meaning
- Use knowledge of spelling patterns and related words to read aloud and understand new words
- Make comparisons between different books, or parts of the same book
- Read a range of modern fiction, classic fiction and books from other cultures and traditions
- Identify and discuss themes and conventions across a wide range of writing
- Discuss understanding of texts, including exploring the meaning of words in context
- Ask questions to improve understanding of texts
- Summarise ideas drawn from more than one paragraph, identifying key details
- Predict future events from details either written in a text or by 'reading between the lines'
- Identify how language, structure and presentation contribute to meaning
- Discuss how authors use language, including figurative language, to affect the reader
- Make book recommendations, giving reasons for choices
- Participate in discussions about books, building on and challenging ideas
- Explain and discuss understanding of reading
- Participate in formal presentations and debates about reading
- Provide reasoned justifications for views

Parent Tip:

As children get older, they will increasingly take responsibility for their own work and homework tasks. That's not to say that parents can't help though. Encourage your child to work independently on their homework, but also take the opportunity to discuss it with them and to have them explain their understanding to you.

Figurative language includes metaphorical phrases such as 'raining cats and dogs' or 'an iron fist', as well as using language to convey meaning, for example by describing the sun as 'gazing down' upon a scene.

Themes & Conventions

As children's experience of a range of texts broadens, they may begin to notice conventions, such as the use of first person for diary-writing, or themes such as heroism or quests.

Writing Skills

- Write with increasing speed, maintaining legibility and style
- Spell some words with silent letters, such as knight and solemn
- Recognise and use spellings for homophones and other often-confused words from the Y5/6 list
- Use a dictionary to check spelling and meaning
- Identify the audience and purpose before writing, and adapt accordingly
- Write a summary of longer passages of writing
- Use a range of cohesive devices
- Use advanced organisational and presentational devices, such as bullet points
- Use the correct tense consistently throughout a piece of writing
- Ensure correct subject and verb agreement
- Perform compositions using appropriate intonation, volume and movement
- Select appropriate grammar and vocabulary to change or enhance meaning
- Use a thesaurus
- Develop setting, atmosphere and character, including through dialogue

- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses
- Recognise vocabulary and structures that are appropriate for formal use
- Use passive verbs to affect the presentation of information
- Use the perfect form of verbs to mark relationships of time and cause
- Recognise the difference in informal and formal language
- Use grammatical connections and adverbials for cohesion
- Use ellipses, commas, brackets and dashes in writing

- Use hyphens to avoid ambiguity
- Use semi-colons, colons and dashes between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently

Cohesive devices are words or phrases used to link different parts of writing together. These may be pronouns such as 'he' or 'it' to avoid repeating a name, or phrases such as 'After that...' or 'Meanwhile' to guide the reader through the text.

Grammar:

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

- Noun phrase: a group of words which takes the place of a single noun. Example: The big brown dog with the fluffy ears.
- Modal verb: a verb that indicates possibility. These are often used alongside other verbs. Example: will, may, should, can.
- Relative clause: a clause which adds extra information or detail. Example: The boy, who was holding the golden ticket, won the prize.
- Passive verb: a form of verb that implies an action being done to, rather than by, the subject. Example: The boy was bitten by the dog.
- Perfect form: a form of verb that implies that an action is completed. Example: The boy has walked home.

Ways for you to help your child at home..



Speaking and Listening:

Encourage expression when they are talking and engage them in talk about topics they like. Encourage them to justify their opinions.

Try to get them to follow multi-step instructions or repeat information you have told them.

Many games involve thinking about the meaning of words, drama or spelling. There are many child friendly versions:

- Children's Scrabble
- Pictionary
- Cranium
- Charades
- Boggle
- 20 Questions
- Eye Spy
- 'Yes/No game'
- 'I went to the shops and I bought' etc.



Reading:

- Share comics, magazines, TV/Radio Times and information books with an adult/older sibling.
- Encouraging them to read with expression/voices.
- Looking at illustrations (reading the picture) and putting a story to the picture.
- Questioning them about what they have read:
Opinions - Do you like that word the author has chosen? Why?
What words tell you about the sort of person the character in the story is? Can you find words within text? Where is the key word _____?



Writing:

- Practising the use of capital letters and full stops to show sentences and extend to question marks and exclamation marks.
- Giving them a reason for writing - thank-you letters for birthday and Christmas presents, writing to pen-friends.
- Encouraging them to describe things they see (adjectives and adverbs or power words).

- During school holidays encourage your child to keep a diary (aim for 5 -10 sentences). This will help to avoid the "summer holiday dip" many children experience after six weeks without writing.

You should expect most Y5 pupils to have little or no difficulty reading most of the words below. However, there may be difficulties in being able to spell them accurately. Many of these words do not follow a regular pattern and others are easily confused.

Spelling List for Year 5/6

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			

The intention is not to learn these by rote. There are many ways in which these words can be investigated and learned eg through grouping them by meanings, common spelling patterns, sound patterns, locating them in dictionaries and other texts, creating mnemonics, inventing and playing word games, proof-reading and checking them in independent writing.

How we teach Speaking and Listening

The aim is for children to communicate their thoughts, ideas and opinions clearly and succinctly, as well as listening to and reflecting on the ideas of others.

We encourage children to turn-take in conversations and adapt their speech to a range of situations and audiences.

The children are encouraged through drama activities and in many curriculum areas to investigate and experiment with movement, speech, space, physical objects and sound. They may be told to mime situations in drama to increase inventiveness and to develop non-verbal communication skills.

Through group work the children's skills for negotiating and decision-making are developed e.g. role play, mime, and puppetry.

The children are encouraged to offer a personal response to the performances of others, e.g. other pupils, amateur and professional groups.

Speaking and Listening is promoted through class assemblies, circle time, discussion, turn taking, role-play activities, hot-seating, acting out of play scripts, improvisation and debating opportunities.

How we teach Reading

We aim for the children to be able to read fluently and accurately for pleasure. We want them to become fluent readers with the skills to access, engage with and enjoy a wide range of texts.

We encourage children to read voluntarily for pleasure and to develop the ability to read fluently and with understanding.

We teach the children about different styles of reading material; Myths and Legends, Explanations, Reports, Flashbacks in stories, Kennings, Narrative poetry etc.

In Guided Reading sessions children are involved in lots of discussion, reflection and questioning about the text. They follow the same text in groups, usually with an adult to support.

How we teach Writing

Children are taught to match their writing style to differing audiences and purpose and to regard themselves as 'writers'.

We aim for the children to write independently and to develop their ability to write in a wide range of genre, both fiction and non-fiction. They are taught the skills of planning, drafting, revising and editing their work and that of others.

Spelling

Our aim is to encourage pupils to become independent and accurate in their spelling. We also want them to be confident in using a wide vocabulary in their writing and to be aware of the difference between spoken dialect and written Standard English.

The "Look, Cover, Write, Check" method of spelling is a good visual approach to the learning of spelling. They are encouraged to use dictionaries to help them spell words.

Handwriting

Your child should be aiming to join all letters in their written work. Every pupil should develop a clear, legible and fluent cursive style that is capable of being written at reasonable speed.

English & RWI Lead, February 2017