

Key Skills
 self evaluation
 editing and redrafting
 planning ideas

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English Plan- Year 5 and 6

Each term – some narrative (to link with Class text) and some non-narrative (to link with project learning, poetry work in at least 2 terms)

	1	2	3
Spelling/Phonics	<p>Y5 2019/20</p> <p>Strategies at the point of writing: Have a go</p> <p>Words with the letter string 'ough'</p> <p>Words with 'silent' letters</p> <p>Strategies for learning words: words with 'silent' letters from statutory and personal spelling lists</p> <p>Use of spelling journals for etymology</p> <p>Words ending in '-able' and '-ible'</p> <p>Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</p> <p>Strategies for learning words: homophones (<i>isle/ aisle, aloud/allowed, affect/ effect, herd/heard, past/ passed</i>)</p> <p>Selected spellings taught last half term and new spellings for this half term</p> <p>From previous years: plurals (adding '-s', '-es' and '-ies')</p> <p>From previous years: apostrophe for contraction and possession</p> <p>Use of the hyphen</p>	<p>Y5 2019/20</p> <p>Strategies at the point of writing: Have a go</p> <p>From Years 3 and 4: apostrophe for possession</p> <p>Strategies for learning words: words from personal spelling lists</p> <p>Words from statutory and personal spelling lists</p> <p>Rare GPCs: dictation</p> <p>Using spelling journals for etymology</p> <p>Words ending in '-ably' and '-ibly'</p> <p>Homophones (<i>led/lead, steel/steal, alter/altar</i>)</p> <p>Spellings taught in previous half term</p> <p>Proofreading: checking from another source after writing</p> <p>Building words from root words</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Words with the /i:/ sound spelt 'ei'</p>	<p>Y5 2019/20</p> <p>Strategies at the point of writing: Have a go</p> <p>Strategies for learning words: using a range of strategies</p> <p>Strategies at the point of writing: using etymological/ morphological strategies for spelling</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Using spelling journals for etymology</p> <p>Homophones (<i>cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose</i>)</p> <p>Spellings taught in the last half term</p> <p>Proofreading: use of dictionary to check words, referring to first three or four letters</p> <p>Proofreading: use of dictionary to check words</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p>

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	<p>Proofreading, focusing on checking words from personal lists Using a dictionary to support learning word roots, derivations and spelling patterns Using dictionaries to create word webs Strategies at the point of writing: building new words from known morphemes</p> <p>Year 6 2020/21 Words from statutory word lists Words ending '-able'/'-ably', and '-ible'/'-ibly' Adding suffixes beginning with vowels to words ending in '-fer' SATS practice Proofreading in smaller chunks (sentences, paragraphs) Homophones ('ce'/'se') Strategies for learning words: words from personal spelling lists Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</p>	<p>'ei' and 'ie' words</p> <p>Year 6 2020/21 Words with 'ough' letter string# Strategies for learning words: words from statutory and personal spelling lists Words ending '-cial' and '-tial' Proofreading someone else's writing Generating words from Prefixes Strategies for learning words: words from statutory and personal spelling lists Homophones (<i>dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit</i>) Generating words from prefixes and roots Words from statutory spelling lists</p>	<p>Strategies for learning words: problem Suffixes Homophones Spelling aspects from Year 5 that are not secure</p> <p>Year 6 2020/21 Strategies for learning words: rare GPCs from statutory word list Strategies for learning words: words from statutory and personal spelling lists Words ending in 'ant', '-ance and '-ancy' Proofreading own writing independently Root words and meaning Strategies for learning words: words from statutory and personal spelling lists Words ending '-ent', '-ence' and '-ency' Homophones (<i>draught/ draft, dissent/descent, precede/proceed, wary/ weary</i>) Strategies for learning words: commonly misspelt homophones</p>
<p>Handwriting</p>	<p>Year 5- Write legibly, fluently and with speed. Develop a personal handwriting style. Choose a writing implement suited to the task. Choose a handwriting style appropriate to the task.</p>	<p>Year 6- Write legibly, fluently and with speed. Develop a personal handwriting style. Adapt handwriting for a range of tasks and purposes, including for effect.</p>	<p>Year 6- Write legibly, fluently and with speed. Develop a personal handwriting style. Adapt handwriting for a range of tasks and purposes, including for effect.</p>

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<p style="color: blue; font-weight: bold;">Composition</p>	<p>Year 5- Identify audience and purpose for writing and select the appropriate form. -Develop initial ideas drawing on reading and research. -Consider how authors develop character and setting. -Select appropriate grammar and vocabulary and know how this can change and enhance meaning. -Use standard and non-standard English accurately. -In narrative, describe setting, characters, and atmosphere and use dialogue to convey characters. -Use a range of narrative techniques with confidence. -Consistently build cohesion within and across paragraphs. Use connectives/conjunctions to support this.</p> <p>Year 6- Generate ideas, draft and re-read a piece of writing to ensure improvements. -Identify audience and purpose for writing and select the appropriate form. -Consider how writing reflects the audience and purpose that it was intended for. -Vary sentence length and word order confidently to sustain interest. -Link ideas across paragraphs using cohesive devices: repetition, grammatical connections and ellipses.</p> <p><u>Proof read a piece of text to check for errors.</u></p>	<p>Year 5 Use literary devices such as, alliteration, simile, metaphor and personification. <u>Proof read a piece of text to check for errors.</u></p> <p>Year 6 Draw on knowledge of literary and rhetorical devices to enhance the impact of writing consistently- alliteration, simile, metaphor, onomatopoeia. Personification, repetition, exaggeration and imagery. -Use a range of narrative techniques such as humour, tension, sarcasm and irony. -Ensure subject and verb agreement and singular and plural is in writing. <u>-Proof read work and check for punctuation and spelling errors.</u></p>	<p>Year 5 Use organisational and presentational devices to structure a text, e.g. subheadings., bullet points. -Assess effectiveness of writing. -Ensure correct subject and verb agreement when using singular and plural.</p> <p>Year 6 Use organisational and presentational devices to structure a text, e.g. columns, bullet points. Distinguish between formal and informal register in writing. -Summarise and organise writing, supporting ideas and argument with factual detail. Year 5- Recognise vocabulary and structures for formal writing. Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. Year 6- Recognise vocabulary and structures for formal writing. -Use imaginative expanded noun phrases for description. - Subject, object, active passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.</p> <p><u>Proof read a piece of text to check for errors.</u></p>
<p style="color: blue; font-weight: bold;">Grammar</p>	<p>Year 5- Convert nouns and adjectives into verbs using suffixes. -Use verbs to mark relationship of time and cause.</p>	<p>Year 6- Use passive verbs to affect the presentation of information in a sentence. Know how words are related by meaning as synonyms and antonyms.</p>	<p>Subjunctive form Sentence types: statement, command, question, exclamation</p>

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	<p>-Use expanded noun phrases for concise description. -Use modal verbs or adverbs to indicate possibility.</p> <p>Expanded noun phrases Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)</p>	<p>Use tenses consistently across a piece of writing.</p> <p>Use active and passive voice to affect presentation of information.</p> <p>Indicate degrees of possibility using adverbs and modal verbs.</p> <p>Use adverbials to link across paragraphs e.g. in contrast to, on the other hand.</p> <p>Begin relative clauses using who, which, where, when, etc.</p> <p>Adverbials (TRaMP)</p> <p>Linking ideas Relative clauses and relative pronouns Modal verbs</p> <p>Past simple, past progressive, present simple, present progressive, past perfect, present perfect</p>	<p>Year 6 Select vocabulary and structures for a range of situations including subjunctive forms.</p> <p>Select vocabulary and structures for a range of situations including subjunctive forms.</p>
<p>Punctuation</p>	<p>Inverted commas Commas to separate items in a list Apostrophe for omission and possession Commas for fronted adverbials Commas for clarity</p>	<p>Year 5- Use commas to clarify meaning. -Use brackets, dashes and commas to indicate parenthesis. -Use a colon to introduce a list. -Use bullet points consistently. -Use ellipses. Dashes, Brackets, Commas, Hyphens Colons, Semi-colons</p>	<p>Year 6- Use semi-colons, colons or dashes between independent clauses. -Use a colon to introduce a list and semi-colons within a list and between clauses. -Use hyphens to avoid ambiguity. -Use ellipses to build tension accurately and consistently.</p> <p>Parenthesis</p>

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<p style="text-align: center; color: blue;">Reading Comprehension</p>	<p>Year 5- Demonstrate appropriate intonation, tone and volume when reading texts, plays and poetry aloud.</p> <p>Read books for a range of purposes and from other cultures and traditions.</p> <p>Plan what information I need before a text.</p> <p>Skim and scan a text to find information efficiently.</p> <p>Ask probing questions to improve understanding of a text.</p> <p>Make accurate predictions about what may happen from details stated and implied.</p> <p>Check a book makes sense by discussing understanding.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Study a range of authors in depth.</p> <p>Year 6- Use implicit and explicit details to make a prediction.</p> <ul style="list-style-type: none"> -Explain and discuss understanding by asking key questions. -Know the purpose, audience and context for writing and use this knowledge to support comprehension. -Know the context, audience and purpose for reading. -Make inferences referring to all aspects of the text. - 	<p>Year 5 Recognise themes, characters and settings and compare these.</p> <p>Use technical words such as metaphors, similes, analogies, imagery, style and effect.</p> <p>Understand that different conventions are used for genres of writing.</p> <p>Make simple comparisons about themes across texts - characters, events, etc.</p> <p>Year 6 Use technical words such as metaphors, similes, analogies, imagery, style and effect.</p> <ul style="list-style-type: none"> - Make critical comparisons across texts. -Study a wider range of authors in depth. <p>Know how figurative language, vocab choice, grammar, text structure and organisational features present meaning in a text. Evaluate this.</p>	<p>Year 5 Summarise the main ideas from more than one paragraph and use key details.</p> <p>Discuss and evaluate how the authors choice of language impacts on the reader.</p> <p>Begin to make notes and use them to contribute to discussions and challenge the views of others.</p> <p>Year 6</p> <p>Summarise the main ideas across a range of texts considering details that support the main ideas</p> <p>Discuss own understanding of a text maintaining a focus on the topic and provide justification for this.</p> <ul style="list-style-type: none"> - Build on others view of a text and challenge ideas.
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