



## Y5 English overview 2019-20

English Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials (these aspects are addressed across all subjects)
Communicating: speaking and listening	<ul style="list-style-type: none"> <li>• Listen actively and attentively</li> <li>• Speak audibly to an audience</li> <li>• Present opinions to an audience</li> <li>• Debate a topic or thought artfully</li> <li>• Communicate their ideas through sequenced and well-articulated use of language</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable 'Show and Tell' of half term projects in all classes</li> <li>• Debating sessions each half term within phases with active age-appropriate tuition on technique</li> <li>• Opportunities in assemblies to lead worship to an audience</li> <li>• High expectations of language use in all subjects across school</li> <li>• Speech and Language interventions where support is needed</li> </ul>	<ul style="list-style-type: none"> <li>• Sound phonic knowledge</li> <li>• Confident use of language</li> <li>• Ability to listen and respond appropriately to adults and their peers</li> <li>• Ability to ask relevant questions to extend their understanding and knowledge</li> <li>• Ability to use relevant strategies to build their vocabulary</li> <li>• Ability to articulate and justify answers, arguments and opinions</li> <li>• Ability to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Sound planning</li> <li>• Quality first teaching</li> <li>• Differentiation where supporting EAL, SEND or more able learners</li> </ul>	<p><b>TERM1:</b> Classic Fiction Report (non-chronological) Diary entries: The Kensington Palace Writers Project Journalistic Poetry <a href="#">Grammar</a> <a href="#">Spelling.pdf</a></p>
Reading: fluency and comprehension	<ul style="list-style-type: none"> <li>• Apply phonetic knowledge to assist with reading fluency</li> <li>• Use decoding and encoding skills to assist with reading unknown words</li> <li>• Apply knowledge of high frequency words to assist with fluency</li> <li>• Apply knowledge of taught spellings to assist with fluency</li> <li>• Apply an understanding of vocabulary to assist with comprehension</li> <li>• Apply contextual knowledge to assist with comprehension</li> <li>• Read with intonation and expression for an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Set quality Reading Wheel sessions timetabled across week addressing vocabulary enrichment, fluency and comprehension</li> <li>• Set reading homework each day with tight monitoring of reading records</li> <li>• High expectations of children being proactive about using taught strategies to assist in fluency and comprehension</li> <li>• Reading opportunities in whole school events</li> <li>• Focus on vocabulary research in all subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Ability to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Ability to speak audibly and fluently with an increasing command of Standard English</li> <li>• Ability to participate in discussions, presentations, performances, role play/improvisations and debates</li> </ul>		
Exploring Vocabulary: vocabulary enrichment	<ul style="list-style-type: none"> <li>• Actively seek meanings of new vocabulary from appropriate sources (dictionaries, thesauruses, glossaries, word banks)</li> <li>• Actively seek synonyms and antonyms for known vocabulary from appropriate sources (dictionaries, thesauruses, glossaries, word banks)</li> <li>• Seek opportunities to explore word derivations (etymology) and origins through history, geography, science, design technology and Spanish studies</li> </ul>	<ul style="list-style-type: none"> <li>• Use of vocabulary banks and resources expected in all subjects</li> <li>• Taught spelling rules within grammar lessons across school</li> <li>• Active collection of vocabulary banks in all subject areas and expectation that this is used in written texts for all subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to gain, maintain and monitor the interest of the listener(s)</li> <li>• Ability to consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• Ability to select and use appropriate registers for effective communication</li> </ul>		<p><b>TERM2:</b> Classic Fiction Recount <a href="#">Grammar</a> <a href="#">Spelling.pdf</a></p>

Written composition	<ul style="list-style-type: none"> <li>• Compose own texts following detailed planning</li> <li>• Structure exemplary paragraphs using a topic sentence and substantiating sentences</li> <li>• Use taught and varied grammatical structures in writings</li> <li>• Apply knowledge of vocabulary to written compositions</li> <li>• Structure compositions appropriately for audiences</li> <li>• Select from and use a wider range of resources to assist in drafting a piece to its final form accurately</li> <li>• Compose texts across a range of genres (narrative, poetry, report, debate, journalistic, diary, review, recount, instructional)</li> </ul>	<ul style="list-style-type: none"> <li>• Expectation of taught grammar being used in compositional writing</li> <li>• Proof reading, editing, redrafting techniques embedded by teachers</li> <li>• Analysis of exemplar texts structure and language features to guide writing.</li> <li>• Opportunity for children to read widely, and actively apply devices from read genres to written compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of appropriate reading strategies for enabling fluency and comprehension</li> <li>• Knowledge of technical subject specific vocabulary</li> <li>• Understanding of spelling rules</li> <li>• Solid understanding of age-appropriate grammar</li> <li>• Knowledge of text structures and language features for a variety of genres</li> <li>• Ability to use joined handwriting</li> <li>• Ability to compose a text (articulating ideas and structuring them in speech and writing)</li> </ul>		
Critically Observing/ Evaluating	<ul style="list-style-type: none"> <li>• Develop the skills of critically analysing a read text for content, bias, structure, literary qualities</li> <li>• Develop the skill of critically analysing own written text under various criteria (structure, syntax, vocabulary choices, content, audience, control, authenticity)</li> </ul>	<ul style="list-style-type: none"> <li>• Regular, structured reading wheel hour with a focus of a range of genre and focussed questioning</li> <li>• High quality texts in all subjects being used</li> </ul>			<p><b>TERM3:</b>  Persuasion (river pollution)  Information texts  Report (chronological)  <a href="#">Grammar</a>  <a href="#">Spelling.pdf</a></p>
SMSC	<ul style="list-style-type: none"> <li>• Read, communicate and write across a range of subjects, understanding reasons why texts have been written, communicated or presented to an audience</li> <li>• Consider underlying social, moral, cultural, spiritual motivations for texts across a range of genre</li> <li>• Develop an enjoyment of communicating through spoken language, reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use of inspiring teaching strategies and planning, regular discussion opportunities, rich and varied reading material, pupil voice, purposeful tasks motivating engagement</li> </ul>			