

# YEAR 5: English 'at a glance' checklist

<h2>Spoken Language (Year 1 – Year 6)</h2> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul> <ul style="list-style-type: none"> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>									
<h3>Reading – Word reading</h3> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <b>English Appendix 1</b>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>			<h3>Writing - Transcription</h3> <p>Pupils should be taught to</p> <p>Spelling (see <b>English Appendix 1</b>)</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus.</li> </ul>				<h3>Handwriting and presentation</h3> <p>Pupils should be taught to</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>		
<p><b>APPENDIX 1 – Spelling - Year 5 and 6</b></p> <p><b>Endings which sound like /ʃəs/ spelt –cious or –tious</b> vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p> <p><b>Endings which sound like /ʃəl/</b> official, special, artificial, partial, confidential, essential</p> <p><b>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</b> observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial), innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential), assistant, assistance, obedient, obedience, independent, independence</p> <p><b>Words ending in –able and –ible</b> Words ending in –ably and –ibly adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p> <p><b>Adding suffixes beginning with vowel letters to words ending in –fer</b> referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference</p> <p><b>Use of the hyphen</b> co-ordinate, re-enter, co-operate, co-own</p> <p><b>Words with the /i:/ sound spelt ei after c</b> deceive, conceive, receive, perceive, ceiling</p> <p><b>Words containing the letter-string ough</b> ought, bought, thought, nought, brought, fought, rough, tough, enough cough, though, although, dough through, thorough, borough, plough</p> <p><b>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b> doubt, island, lamb, solemn, thistle, knight</p> <p><b>Homophones and other words that are often confused</b> advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, farther: further/father: a male parent, guessed: past tense of the verb <i>guess</i>/guest: visitor, heard: past tense of the verb <i>hear</i>/herd: a group of animals, led: past tense of the verb <i>lead</i>/lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>), morning: before noon/mourning: grieving for someone who has died, past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)/passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>), precede: go in front of or before/proceed: go on, principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)/principle: basic truth or belief, profit: money that is made in selling things/prophet: someone who foretells the future, stationary: not moving/stationery: paper, envelopes etc., steal: take something that does not belong to you/steel: metal, wary: cautious/ weary: tired, who's: contraction of <i>who is</i> or <i>who has</i>/ whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>									
<p><b>WORD LIST</b></p> <p><b>YEAR 5 AND 6</b></p> <p>accommodate</p> <p>accompany</p> <p>according</p> <p>achieve</p> <p>aggressive</p> <p>amateur</p> <p>ancient</p> <p>apparent</p> <p>appreciate</p> <p>attached</p>	<p>available</p> <p>average</p> <p>awkward</p> <p>bargain</p> <p>bruise</p> <p>category</p> <p>cemetery</p> <p>committee</p> <p>communicate</p> <p>community</p> <p>competition</p>	<p>conscience*</p> <p>conscious*</p> <p>controversy</p> <p>convenience</p> <p>correspond</p> <p>criticise (critic + ise)</p> <p>curiosity</p> <p>definite</p> <p>desperate</p> <p>determined</p>	<p>develop</p> <p>dictionary</p> <p>disastrous</p> <p>embarrass</p> <p>environment</p> <p>equip (–ped, –ment)</p> <p>especially</p> <p>exaggerate</p> <p>excellent</p> <p>existence</p>	<p>explanation</p> <p>familiar</p> <p>foreign</p> <p>forty</p> <p>frequently</p> <p>government</p> <p>guarantee</p> <p>harass</p> <p>hindrance</p> <p>identity</p>	<p>immediate(ly)</p> <p>individual</p> <p>interfere</p> <p>interrupt</p> <p>language</p> <p>leisure</p> <p>lightning</p> <p>marvellous</p> <p>mischievous</p> <p>muscle</p>	<p>necessary</p> <p>neighbour</p> <p>nuisance</p> <p>occupy</p> <p>occur</p> <p>opportunity</p> <p>parliament</p> <p>persuade</p> <p>physical</p> <p>prejudice</p>	<p>privilege</p> <p>profession</p> <p>programme</p> <p>pronunciation</p> <p>queue</p> <p>recognise</p> <p>recommend</p> <p>relevant</p> <p>restaurant</p> <p>rhyme</p>	<p>rhythm</p> <p>sacrifice</p> <p>secretary</p> <p>shoulder</p> <p>signature</p> <p>sincere(ly)</p> <p>soldier</p> <p>stomach</p> <p>sufficient</p> <p>suggest</p>	<p>symbol</p> <p>system</p> <p>temperature</p> <p>thorough</p> <p>twelfth</p> <p>variety</p> <p>vegetable</p> <p>vehicle</p> <p>yacht</p>

## YEAR 5: English 'at a glance' checklist

<b>Reading - Comprehension</b> Pupils should be taught to	<b>Writing - Composition</b> Pupils should be taught to	<b>Vocabulary, grammar and punctuation</b> Pupils should be taught to
<p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>▪ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ reading books that are structured in different ways and reading for a range of purposes</li> <li>• 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                         <ul style="list-style-type: none"> <li>▪ recommending books that they have read to their peers, giving reasons for their choices</li> <li>▪ identifying and discussing themes and conventions in and across a wide range of writing</li> <li>▪ making comparisons within and across books</li> <li>▪ learning a wider range of poetry by heart</li> <li>▪ 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</li> </ul> </li> </ul> <p>understand what they read by:</p> <ul style="list-style-type: none"> <li>▪ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>▪ asking questions to improve their understanding</li> <li>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>▪ predicting what might happen from details stated and implied</li> <li>▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>▪ identifying how language, structure and presentation contribute to meaning</li> <li>▪ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>▪ distinguish between statements of fact and opinion</li> <li>▪ retrieve, record and present information from non-fiction</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ provide reasoned justifications for their views</li> </ul>	<p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précisising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> <li>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li> </ul> <p><b>Appendix 2 – Grammar</b></p> <ul style="list-style-type: none"> <li>• Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</li> <li>• <b>Verb prefixes</b> [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</li> <li>• <b>Relative clauses</b> beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps</i>, <i>surely</i>] or <b>modal verbs</b> [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</li> <li>• Devices to build <b>cohesion</b> within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</li> <li>• Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had</i> seen her before]</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul> <p><b>Terminology for pupils</b>                      modal verb, relative pronoun                      relative clause                      parenthesis, bracket, dash                      cohesion, ambiguity</p>