

Year Five Objectives

Pupils should learn how to:

Spoken Language

Speaking

- Present a well-structured, persuasive argument including reasons and evidence
- Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener
- Use language fluidly to speculate, hypothesise, imagine and explore ideas

Listening

- Analyse the use of persuasive language in different contexts
- Analyse techniques designed to engage the listener
- Identify and analyse the use of different question types e.g. open, closed , leading, probing, hypothetical, rhetorical, challenging and reflective

Discussion

- Plan and manage a group task over time
- Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group
- Use a range of question types in discussion and conversation

Drama

- Vary voice for dramatic effect e.g. by using volume, tone and pitch
- Invent dialogue, gesture and movement to suit a character
- Perform a published script experimenting with voice, gesture and staging

Reading

Becoming a Reader

- Develop a love books and reading
- Enjoy reading for a sustained period
- Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves
- Increase their familiarity with fiction genres including books from other cultures
- Increase their familiarity with fiction genres including modern fiction
- Increase their familiarity with fiction genres including traditional stories
- Know a range of children's authors and poets
- Read for a range of purposes
- Recommend a book and explain why
- Recommend an author and explain why
- Use pertinent and technically specific vocabulary when talking about books
- Discuss a text confidently with others, responding to their ideas and challenging their views courteously

Word Reading

- Continue to use phonic knowledge and skills with unfamiliar words
- Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)

Fluency

- Read Year 5 texts fluently
- Learn poems by heart
- Learn more complex poems by heart
- Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience

Comprehension – Vocabulary Knowledge

- Identify vocabulary being used beyond the literal sense
- Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language)

Comprehension – Imagining

- Use imagination and empathy to explore a text beyond the page

Comprehension – Linking

- Develop understanding by making connections between texts and the world beyond their own experience

Comprehension – Asking Questions

- Use questioning and discussion with peers to further their understanding of a text
- Revisit questions during the reading of a text as new information is revealed
- Ask deeper questions as the text progresses

Comprehension – Clarifying and Retrieving

- Apply previous retrieving objectives to year 5 texts
- Check that the text makes sense to them and use questioning and discussion to further their understanding
- Extract information that is scattered throughout a whole text
- Extract information from a text by following a train of thought through a longer paragraph
- Develop a fuller understanding of the text by combining clarifying and inferring
- Use knowledge of synonyms and hypernyms to aid comprehension

Comprehension – Inferring

- Use evidence to both support and challenge conclusions drawn within and from a text
- Make inferences from evidence found throughout the text
- Use knowledge of synonyms and hypernyms to aid inference

Comprehension – Predicting

- Predict what may happen using stated and implied details **and a wider personal understanding of the world**

Comprehension – Summarising

- Summarise using an appropriate amount of detail as evidence

Comprehension – Understanding Purpose and Viewpoint

- Recognise that different parts of the text may have different purposes
- Comment on a writer's purpose and viewpoint e.g. noting bias
- Identify, describe and compare writers' themes across a range of texts

Comprehension – Understanding Text Organisation

- Identify a point in the text where the author has made a structural choice and consider the reasoning behind it
- Explain some choices an author has made in structuring and organising their text

Comprehension – Understanding Writers' Use of Language

- Discuss and evaluate how authors use language and the impact on the reader
- Explain why an author has used figurative language and the effect this has
- Explain how meaning is enhanced through the use of words and phrases

Comprehension - Responding to Texts

- Answer questions drawing on information from several places in the text

Becoming a Researcher

- Detect bias and distinguish fact from opinion
- **Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information**
- **Understand copying, quoting and adapting source material**

Writing

Planning

- **Collect ideas for writing from the world around them**
- Develop and explore ideas for writing through discussion, further reading and research
- Use a wide knowledge of text types, forms and styles to plan their writing

- Plan for a clear purpose and (an often real) audience
- Choose a text form

Composing

- Use a wide knowledge of text types, forms and styles to inform their writing
- **Plan and write for a range of clear purposes and (often real) audiences (WTS KS2)**
- Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C)
- Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C)
- Borrow writers' techniques from book, screen and stage
- Write to engage the reader
- Maintain a viewpoint throughout a text
- Structure and organise writing in well linked paragraphs
- Build cohesion within a paragraph
- Ensure cohesion within and between all paragraphs in a text
- Develop paragraphs creatively using techniques such as contrast, additional detail and explanation
- Select which parts of writing need to be developed in detail
- Balance narrative writing between **telling the story**, action, description and dialogue
- Link openings to closings
- Vary the way sentences begin
- Carefully select words (including some from Appendix B – Year 5) to create effects, sustain and develop ideas and create vivid description
- **Create atmosphere (EXS KS2)**
- Use stanzas to organise ideas around a theme in poetry
- Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5)

Evaluating

- **Revise their work** to ensure that the content and style of writing accurately reflects the purpose
- Proof-read their work for spelling, grammar and punctuation errors
- Ensure the consistent and correct use of tense through a longer piece of writing
- Change vocabulary and grammar to enhance effects and clarify meaning
- Edit their work effectively and make improvements based on this
- Evaluate the work of others and suggest improvements
- Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear

Grammar

- Use correct grammatical terminology when discussing their writing
- **Understand that grammar can be used semantically and pragmatically**
- **Use grammar both semantically and pragmatically**

- **Use devices for cohesion within a paragraph (EXS KS2)**
- Ensure correct subject verb agreement
- Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text
- Recognise relative pronouns e.g. which, that, who (whom, whose), when, where
- Use relative pronouns appropriately
- Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs
- Recognise a modal verb is e.g. might, should, could, would, can, may, must, shall, will
- Recognise a modal adverb is e.g. perhaps, surely, obviously
- Use modal verbs and adverbs
- **Use verb tenses consistently and correctly throughout their writing (EXS KS2)**
- Recognise and know the purpose of relative clauses e.g. beginning with who, which, where, when, whose, that
- Use relative clauses to add detail to sentences
- Experiment with clause position in complex sentences
- Orchestrate a range of sentence structures

Punctuation

- Use correct grammatical terminology when discussing their writing
- Understand that punctuation can be used semantically and pragmatically
- Use punctuation both semantically and pragmatically
- **Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)**
- Understand what parenthesis is
- Recognise and identify brackets and dashes
- **Use brackets, dashes or commas for parenthesis (contributes to EXS KS2 and GD KS2)**

Transcription

Spelling

- **Use a dictionary to check the meaning and spelling of words (EXS KS2)**
- Combine phonics, morphology and spelling conventions to spell unfamiliar words
- Investigate spelling patterns and conventions
- Use a thesaurus
- Use etymology to aid spelling
- Spell words with the suffix –ive
- Spell words with the suffix -ist
- Spell words ending in -cious
- Spell words ending in -tious
- Spell words ending in -cial and -tial
- **Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety (EXS KS2, some for WTS KS2)**
- Spell words ending in -ant, -ance and -ancy

- Spell words ending in -ent, -ence and -ency
- Spell diminutives using mini-, micro-, -ette and -ling
- Spell words with the prefix bi-
- Spell words with the prefix trans-
- **Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable (EXS KS2, some for WTS KS2)**
- Spell words with the prefix im-
- Spell words with the prefix pro-
- Spell words ending in -able and -ible
- Spell words ending in -ably and -ibly
- **Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht (EXS KS2, some for WTS KS2)**
- Choose the correct spelling by using a visual strategy ('Does it look right?')

Handwriting and Presentation

- Adapt handwriting to specific purposes e.g. printing, use of italics
- **Maintain legibility in joined handwriting when writing at speed (EXS KS2)**
- Use features of layout, presentation and organisation effectively in written and on-screen media
- Combine written text and illustration to enhance the words and their meaning
- Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning