# Year 5 and 6 Curriculum

### **Spoken Language**

* listen and respond appropriately to adults and their peers
* ask relevant questions to extend their understanding and knowledge
* use relevant strategies to build their vocabulary
* articulate and justify answers, arguments and opinions
* give well-structured descriptions, explanations & and narratives for different purposes, including for expressing feelings.
* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* speak audibly and fluently with an increasing command of Standard English
* participate in discussions, presentations, performances, roleplay/improvisations and debates
* gain, maintain and monitor the interest of the listener(s)
* consider and evaluate different viewpoints, attending to and building on the contributions of others
* select and use appropriate registers for effective communication

## Reading (The objectives for Reading are common across Years 5 and 6)

**Word Reading**

Our children will be taught to:

* apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf), both to read aloud and to understand the meaning of new words that they meet.

**Comprehension**

Our children will be taught to:

* maintain positive attitudes to reading and an understanding of what they read by:
	+ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	+ reading books that are structured in different ways and reading for a range of purposes
	+ 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
	+ recommending books that they have read to their peers, giving reasons for their choices
	+ identifying and discussing themes and conventions in and across a wide range of writing
	+ making comparisons within and across books
	+ learning a wider range of poetry by heart
	+ 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
* understand what they read by
	+ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	+ asking questions to improve their understanding
	+ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
	+ predicting what might happen from details stated and implied
	+ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
	+ identifying how language, structure and presentation contribute to meaning
* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
* distinguish between statements of fact and opinion
* retrieve, record and present information from non-fiction
* 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
* 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
* provide reasoned justifications for their views.

## Writing (The objectives for Writing are common across Years 5 and 6)

**Spelling**

Our children will be taught to:

* use further prefixes and suffixes and understand the guidance for adding them
* spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
* continue to distinguish between homophones and other words which are often confused
* 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)
* use dictionaries to check the spelling and meaning of words
* use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
* use a thesaurus

**Handwriting and Presentation**

Our children will be taught to write legibly , fluently and with increasing speed by:

* choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
* choosing the writing implement that is best suited for a task

**Composition**

Our children will be taught to:

* Plan their writing by:
	+ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
	+ noting and developing initial ideas, drawing on reading and research where necessary
	+ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
* Draft and write by:
	+ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	+ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
	+ précising longer passages
	+ using a wide range of devices to build cohesion within and across paragraphs
	+ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
* Evaluate and edit by:
	+ assessing the effectiveness of their own and others’ writing
	+ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	+ ensuring the consistent and correct use of tense throughout a piece of writing
	+ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
* proofread for spelling and punctuation errors
* perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

**Vocabulary, grammar & punctuation**

Our children will be taught to:

* develop their understanding of the concepts set out in [English Appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) by:
	+ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
	+ using passive verbs to affect the presentation of information in a sentence
	+ using the perfect form of verbs to mark relationships of time and cause
	+ using expanded noun phrases to convey complicated information concisely
	+ using modal verbs or adverbs to indicate degrees of possibility
	+ using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
	+ learning the grammar for years 5 and 6 in [English Appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)
* indicate grammatical and other features by:
	+ using commas to clarify meaning or avoid ambiguity in writing
	+ using hyphens to avoid ambiguity
	+ using brackets, dashes or commas to indicate parenthesis
	+ using semicolons, colons or dashes to mark boundaries between independent clauses
	+ using a colon to introduce a list
	+ punctuating bullet points consistently
* use and understand the grammatical terminology in[English Appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) accurately and appropriately in discussing their writing and reading.