



# Peel Hall Primary School

## English Overview (Writing and Spoken Language)

Year 5					
Transcription		Composition		Vocabulary and Grammar	Punctuation
Spelling	Handwriting	Sentence Structure/Organisation	Editing and Redrafting		
<p>-use further prefixes and suffixes and understand the guidance for adding them</p> <p>- To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>-To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>-To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>-To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>-To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>-To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten)</p> <p>-spell some words with</p>	<p>- write legibly, fluently and with increasing speed</p> <p>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>-choosing the writing implement that is best suited for a task.</p> <p>-To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version</p>	<p>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>- noting and developing initial ideas, drawing on reading and research where necessary</p> <p>- when writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed</p> <p>- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>-To regularly use dialogue to convey a character and to advance the action.</p> <p>- precise longer passages</p> <p>- use a wide range of devices to build cohesion within and across paragraphs</p> <p>-use further organisational and presentational devices to structure text and to guide the reader [for example, headings,</p>	<p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing</p>	<p>-To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. -</p> <p>-using expanded noun phrases to convey complicated information concisely</p> <p>- Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>-To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity</p> <p>-using the perfect form of verbs to mark relationships of time and cause</p> <p>- using passive verbs to</p>	<p>-Accurately use inverted commas and the associated speech punctuation.</p> <p>-To use commas consistently to clarify meaning or to avoid ambiguity</p> <p>-To use brackets, dashes or commas to indicate parenthesis</p> <p>- using hyphens to avoid ambiguity - using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>-using a colon to introduce a list</p> <p>- punctuating bullet points consistently</p>



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<p>'silent' letters (e.g. psalm, doubt, island, lamb, solemn, thistle, knight).</p> <p>-continue to distinguish between homophones and other words which are often confused -To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>-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</p> <p>- use dictionaries to check the spelling and meaning of words</p> <p>- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>-use a thesaurus.</p> <p>-To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>		<p>bullet points, underlining]</p> <p>- Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>-To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>		<p>affect the presentation of information in a sentence</p> <p>-recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	
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-To spell many of the Y5 and Y6 statutory spelling words correctly.					
Spoken Language					
<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 debate</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>		
<b>Genre Overview</b>					
Fiction			Non Fiction		
Each half term the class will focus on a different narrative. Over the year, they will encounter narrative from a range of different genres.					