

English Objectives Years 5 & 6

Reading – Word reading

Pupils should be taught to:

- ❖ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English Appendix 1 in the National Curriculum, both to read aloud and to understand the meaning of new words that they meet

Reading – Comprehension

- ❖ maintain positive attitudes to reading and understanding of what they read
- ❖ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books
- ❖ 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
- ❖ understanding what they read by checking that a book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ❖ 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 one paragraph, identifying key details that support the main ideas
- ❖ identifying how language, structure and presentation contribute to meaning
- ❖ discussing and evaluating how authors use language, including figurative language, considering the impact on the reader
- ❖ distinguishing between statements of fact and opinion
- ❖ retrieving, recording and presenting information from non-fiction
- ❖ participating in discussions about books that are read to them and those they can read for themselves, building on their own and other's ideas and challenging views courteously
- ❖ explaining and discussing their understanding of what they have read, including through formal presentations and debates
- ❖ providing reasoned justifications for their views

Writing – Spelling

- ❖ using further prefixes and suffixes and understanding how to add them as listed in English Appendix 1 of the National Curriculum
- ❖ spelling some words with 'silent' letters (for example, knight, psalm, solemn)
- ❖ continuing to distinguish between homophones and other words which are often confused
- ❖ using knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 of the National Curriculum
- ❖ using dictionaries to check the spelling and meaning of words
- ❖ using the first three or four letters of a word to check spelling, meaning or both in a dictionary
- ❖ using a thesaurus

Handwriting

- ❖ Writing 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

Writing – Composition

- ❖ 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
- ❖ drafting and writing 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
- ❖ précisising 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, heading, bullet points, underlining)
- ❖ evaluating and editing by assessing the effectiveness of their own and others' writing
- ❖ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ❖ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech writing and choosing the appropriate register
- ❖ proof-reading for spelling and punctuation errors
- ❖ performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing – Vocabulary, grammar and punctuation

- ❖ developing their understanding of the concepts set out in English Appendix 2 of the National Curriculum
- ❖ 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, that or with an implied (i.e. omitted) relative pronoun
- ❖ learning the grammar for years 5 and 6 in English Appendix 2 of the National Curriculum
- ❖ using commas to clarify meaning or avoid ambiguity in writing
- ❖ using hyphens to avoid ambiguity
- ❖ using brackets, dashes or commas to indicate parenthesis
- ❖ using semi-colons, colons, or dashes to mark boundaries between independent clauses
- ❖ using a colon to introduce a list
- ❖ punctuating bullet points consistently
- ❖ using and understanding the grammatical terminology in English Appendix 2 of the National Curriculum accurately and appropriately in discussing their writing and reading