



English in Year 5 and Year 6

In Year 5 your child will increasingly meet a wider range of texts and types of writing, and will be encouraged to use their skills in a broader range of contexts. Their knowledge of grammar will also increase as they prepare for the National Curriculum Tests to be taken in the summer term of Year 6.

In year 6 children will take a reading test of about one hour, a grammar and punctuation test of about forty-five minutes, and a spelling test of twenty words. These will be sent away for marking, with the results coming back before the end of the year. Your child's teacher will also make an assessment of whether or not your child has reached the expected writing standard by the end of the Key Stage.

Speaking and Listening

In Year 5 the focus will include:

- Speak clearly in a range of contexts, using Standard English where appropriate
- Monitor the reactions of listeners and react accordingly
- Consider different viewpoints, listening to others and responding with relevant views
- Use appropriate language, tone and vocabulary for different purposes

Reading Skills

- Read a wide range of fiction, non-fiction, poetry, plays and reference books
- Learn a range of poetry by heart
- Perform plays and poems using tone, volume and intonation to convey meaning
- Use knowledge of spelling patterns and related words to read aloud and understand new words
- Make comparisons between different books, or parts of the same book
- Read a range of modern fiction, classic fiction and books from other cultures and traditions
- Identify and discuss themes and conventions across a wide range of writing (As children's experience of a range of texts broadens, they may begin to notice conventions, such as the use of first person for diary-writing, or themes such as heroism or quests.)
- Discuss understanding of texts, including exploring the meaning of words in context
- Ask questions to improve understanding of texts
- Summarise ideas drawn from more than one paragraph, identifying key details
- Predict future events from details either written in a text or by 'reading between the lines'
- Identify how language, structure and presentation contribute to meaning
- Discuss how authors use language, including figurative language, to affect the reader (Figurative language includes metaphorical phrases such as 'raining cats

and dogs' or 'an iron fist', as well as using language to convey meaning, for example by describing the Sun as 'gazing down' upon a scene.)

- Make book recommendations, giving reasons for choices
- Participate in discussions about books, building on and challenging ideas
- Explain and discuss understanding of reading
- Participate in formal presentations and debates about reading
- Provide reasoned justifications for views

Writing Skills

- Write with increasing speed, maintaining legibility and style
- Spell some words with silent letters, such as knight and solemn
- Recognise and use spellings for homophones and other often-confused words from the Y5/6 list
- Use a dictionary to check spelling and meaning
- Identify the audience and purpose before writing, and adapt accordingly
- Select appropriate grammar and vocabulary to change or enhance meaning
- Develop setting, atmosphere and character, including through dialogue
- Write a summary of longer passages of writing
- Use a range of cohesive devices
- Use advanced organisational and presentational devices, such as bullet points
- Use the correct tense consistently throughout a piece of writing
- Ensure correct subject and verb agreement
- Perform compositions using appropriate intonation, volume and movement
- Use a thesaurus
- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses
- Recognise vocabulary and structures that are appropriate for formal use
- Use passive verbs to affect the presentation of information
- Use the perfect form of verbs to mark relationships of time and cause
- Recognise the difference in informal and formal language
- Use grammatical connections and adverbials for cohesion
- Use ellipses, commas, brackets and dashes in writing
- Use hyphens to avoid ambiguity
- Use semi-colons, colons and dashes between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently

Grammar Help

Here are some useful reminders of some of the terms used:

- Noun phrase: a group of words which takes the place of a single noun. Example: The big, brown dog with the fluffy ears.
- Modal verb: a verb that indicates possibility. These are often used alongside other verbs. Example: will, may, should, can.
- Relative clause: a clause which adds extra information or detail. Example: The boy, who was holding the golden ticket, won the prize.

- **Passive verb:** a form of verb that implies an action being done to, rather than by, the subject. Example: The boy was bitten by the dog.
- **Perfect form:** a form of verb that implies that an action is completed. Example: The boy has walked home.

Please see our School Grammar Guide attached for further advice or please see your child's class teacher.

Parent Writing Tip As children get older, they will increasingly take responsibility for their own work and homework tasks. That's not to say that parents can't help though. Encourage your child to work independently on their homework, but also take the opportunity to discuss it with them and to have them explain their understanding to you.

Reading in Year 5 - your child will:

- continue to read an increasingly wide range of fiction, poetry, plays and non-fiction texts
- read fiction texts both modern and old, and from other cultures and traditions
- prepare poems and plays to read aloud and to perform, showing understanding through intonation and volume
- infer characters' feelings from their actions and justifying inferences with evidence
- discuss how authors use figurative language
- distinguish between fact and opinion

Children will choose a book at school to take home with them to read. You may write your comments in their Reading journal when you read with them. Children will be expected to choose books from the library and test their comprehension skills using Accelerated Reader in Year 5. Children will also read with their teacher in groups once a week (this is called guided reading).

Try this at home:

- If you find it hard to find the time to read to your child, make the most of holidays. Choose a special book and read a chapter a night
- If you have a child who enjoys making things, look for practical 'how to' books to inspire them. They may not be traditional story books, but it's still valuable reading experience
- Look out for events in your local library or bookshop - there could be a summer reading scheme or a chance to meet an author

Writing in Year 5 - your child will:

- use further prefixes and suffixes and understand the guidance for adding them (find out more about Y5 spelling patterns and rules in our parents' guide)
- spell some words with silent letters

- learn the spelling of more difficult homophones (words which sound the same but are spelt differently)
- use a dictionary and a thesaurus
- use adverbs and adverbials to explain how something is being done
- write with neat, legible handwriting; write with increasing speed
- use brackets, dashes or commas to indicate parenthesis
- use commas to clarify meaning or avoid ambiguity
- learn to select appropriate grammar and vocabulary
- describe settings, characters and atmosphere in narratives and integrate dialogue
- carefully structure texts with a range of organisational devices, including fronted adverbials, paragraphs, headings, bullet points, underlining.
- assess and improve the effectiveness of their writing

Try this at home:

- When your child writes at home, encourage them to read their work aloud. That way, you can both talk about it, and how it could be improved
- Make sure there's somewhere quiet for them to concentrate and create when they're working at home
- If you go away during the holidays, suggest they keep a journal

Year 5/6 Spelling List- (Please be aware that the Year 6 test may include spellings from all of the previous years as well)

accommodate	criticise (critic+ ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (-ped, -ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth

<i>communicate</i>	<i>forty</i>	<i>prejudice</i>	<i>variety</i>
<i>community</i>	<i>frequently</i>	<i>privilege</i>	<i>vegetable</i>
<i>competition</i>	<i>government</i>	<i>profession</i>	<i>vehicle</i>
<i>conscience*</i>	<i>guarantee</i>	<i>programme</i>	<i>yacht</i>
<i>conscious*</i>	<i>harass</i>	<i>pronunciation</i>	
<i>controversy</i>	<i>hindrance</i>	<i>queue</i>	
<i>convenience</i>	<i>identity</i>	<i>recognise</i>	
<i>correspond</i>	<i>immediate(ly)</i>	<i>recommend</i>	