



# Coundon Primary School

**T**ogether **E**veryone **A**chieves **M**ore



## **Curriculum Map of Key Skills Year 5**

### **English – These skills will be taught across upper KS2**

Year 5 pupils would not typically reach the embedded stage during their Y5 year. All statements represent typical attainment at the end of key stage 2/Year 6.

#### **Word Reading**

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

#### **Comprehension**

**Maintain positive attitudes to reading and 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;
- 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;
- 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.
- 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;
- 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.
- 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**

Year 5 pupils would not typically be secure in the statements below in their Y5 year. Statements are taken from upper key stage 2 and would be typically embedded by the end of Year 6.

### **Transcription – Handwriting** 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**

### **Plan their writing by:**

- identifying the audience for and purpose of the writing;
- selecting the appropriate form and using other similar writing;
- using other similar writing as models for their own compositions;
- 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;
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;

### **in narratives;**

- describing settings, characters and atmosphere;
- 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, headings, statements, underlining].

**Evaluate and edit by:**

- assessing the effectiveness of their own and others' writing;
- proposing changes to Vocabulary, Grammar & 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;
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

**Vocabulary, Grammar and Punctuation**

Year 5 pupils would not typically be secure in the statements below in their Y5 year. Statements are taken from upper key stage 2 and would be typically embedded by the end of Year 6.

**Transcription – Spelling**

- 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
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
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**Vocabulary, Grammar and Punctuation**

**Develop their understanding of the concepts set out in English by:**

**Word**

- Converting nouns or adjectives into verbs using suffixes (eg, –ate; –ise; –ify).
- Verb prefixes (eg, dis–, de–, mis–, over– and re–).

**Sentence**

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- Indicating degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must).
- using expanded noun phrases to convey complicated information concisely.

**Text**

- Devices to build cohesion within a paragraph (eg, then, after that, this, firstly)
- Linking ideas across paragraphs using adverbials of time (eg, later), place (eg, nearby) and number (eg, secondly).

**Punctuation**

- Brackets, dashes or commas to indicate parenthesis.
- Use of commas to clarify meaning or avoid ambiguity.

**Terminology for pupils**

- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity).