

5	Whilst many of the objectives repeat in each term, chn should be giving progressively more complex texts to apply the objectives to.		
	Autumn	Spring	Summer
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p>	<p>Word Reading <i>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</i></p> <p>Being a Reader <ul style="list-style-type: none"> - Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Know a range of children's authors and poets - Read for a range of purposes - Recommend a book and explain why - Use pertinent and technically specific vocabulary when talking about books - Discuss a text confidently with others, responding to their ideas and challenging their views courteously - Increase their familiarity with fiction genres including books from other cultures - Learn poems by heart </p> <p>Comprehension <ul style="list-style-type: none"> - Check that the text makes sense to them and discuss their understanding - Use imagination and empathy to explore a text beyond the page - Answer questions drawing on information from several places in the text - Predict what may happen using stated and implied details and a wider personal understanding of the world - Summarise using an appropriate amount of detail as evidence - Use evidence to both support and challenge conclusions drawn within and from a text </p>	<p>Word Reading <i>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</i></p> <p>Being a Reader <ul style="list-style-type: none"> - Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Know a range of children's authors and poets - Read for a range of purposes - Use pertinent and technically specific vocabulary when talking about books - Discuss a text confidently with others, responding to their ideas and challenging their views courteously - Increase their familiarity with fiction genres including modern fiction - Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience </p> <p>Comprehension <ul style="list-style-type: none"> - Check that the text makes sense to them and discuss their understanding - Use imagination and empathy to explore a text beyond the page - Answer questions drawing on information from several places in the text - Predict what may happen using stated and implied details and a wider personal understanding of the world </p>	<p>Word Reading <i>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</i></p> <p>Being a Reader <ul style="list-style-type: none"> - Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books - Know a range of children's authors and poets - Read for a range of purposes - Recommend an author and explain why - Use pertinent and technically specific vocabulary when talking about books - Discuss a text confidently with others, responding to their ideas and challenging their views courteously - Increase their familiarity with fiction genres including traditional stories - Learn more complex poems by heart </p> <p>Comprehension <ul style="list-style-type: none"> - Check that the text makes sense to them and discuss their understanding - Use imagination and empathy to explore a text beyond the page - Answer questions drawing on information from several places in the text - Predict what may happen using stated and implied details and a wider personal understanding of the world - Summarise using an appropriate amount of detail as evidence - Use evidence to both support and challenge conclusions drawn within and from a text </p>

	<ul style="list-style-type: none"> - Identify a point in the text where the author has made a structural choice and consider the reasoning behind it - Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location - Discuss and evaluate how authors use language and the impact on the reader - Recognise that different parts of the text may have different purposes 	<ul style="list-style-type: none"> - Summarise using an appropriate amount of detail as evidence - Use evidence to both support and challenge conclusions drawn within and from a text - Identify a point in the text where the author has made a structural choice and consider the reasoning behind it - Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location - Explain why an author has used figurative language and the effect this has - Comment on a writer's purpose and viewpoint e.g. noting bias 	<ul style="list-style-type: none"> - Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location - Explain some choices an author has made in structuring and organising their text - Identify how the choice of language contributes to meaning - Identify, describe and compare writers' themes across a range of texts
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5	Writing: Many writing tasks link to History and Geography. Writing should link to writing for purpose document. Writing could link to Cornerstone topic or Class novel.		
	Autumn	Spring	Summer
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p>Italics = Same in each term</p>	<p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Develop ideas through reading and research (Link to Geog and Hist) - Use a wide knowledge of text types, forms and styles to inform their writing - Plan and write for a clear purpose and audience - Choose a text form - Ensure that the content and style of writing accurately reflects the purpose - Evaluate the work of others and suggest improvements - Evaluate their work effectively and make improvements based on this - Proof-read for spelling and punctuation errors - Structure and organise writing in well linked paragraphs - Build cohesion within a paragraph - Link openings to closings - Use a variety of sentence openers - Carefully select words to create effects - Borrow writers' techniques from book, screen and stage - Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear - Ensure the consistent and correct use of tense through a longer piece of writing - Change vocabulary and grammar to enhance effects and clarify meaning - Improve their writing style by adding new techniques to their repertoire (see End of Year expectations) 	<p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Develop own ideas through reading and research - Use a wide knowledge of text types, forms and styles to inform their writing - Plan and write for a clear purpose and audience - Choose a text form - Ensure that the content and style of writing accurately reflects the purpose - Evaluate the work of others and suggest improvements - Maintain a viewpoint throughout a text - Engage the reader throughout - Ensure cohesion within and between all paragraphs in a text - Use varied vocabulary to sustain and develop ideas - Select and use stylistic devices to enhance writing - Use stanzas to organise ideas around a theme in poetry - Borrow writers' techniques from book, screen and stage - Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear - Ensure the consistent and correct use of tense through a longer piece of writing - Change vocabulary and grammar to enhance effects and clarify meaning - Improve their writing style by adding new techniques to their repertoire (see End of Year expectations) 	<p>Planning, Composing and Evaluating</p> <ul style="list-style-type: none"> - Develop ideas through reading and research - Use a wide knowledge of text types, forms and styles to inform their writing - Plan and write for a clear purpose and audience - Choose a text form - Ensure that the content and style of writing accurately reflects the purpose - Borrow and adapt writers' techniques from book, screen and stage - Use stanzas to organise ideas around a theme in poetry - Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear - Evaluate the work of others and suggest improvements - Evaluate their work effectively and make improvements based on this - Proof-read for spelling and punctuation errors - Ensure the consistent and correct use of tense through a longer piece of writing - Change vocabulary and grammar to enhance effects and clarify meaning - Improve their writing style by adding new techniques to their repertoire (see End of Year expectations) - Use vivid description - Select which parts of writing need to be developed in detail - Balance narrative writing between action, description and dialogue

	<p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - Use correct grammatical terminology when discussing their writing - Identify relative pronouns e.g. which, that, who (whom, whose), when, where - Use relative pronouns appropriately - Use devices (conjunctions) for cohesion within a paragraph - Experiment with clause position in complex sentences - Ensure correct subject verb agreement 	<ul style="list-style-type: none"> - Evaluate their work effectively and make improvements based on this - Proof-read for spelling and punctuation errors <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - Use correct grammatical terminology when discussing their writing - Identify relative clauses e.g. beginning with who, which, where, when, whose, that - Use relative clauses to expand sentences - Use adverbs and adverbials as conjunctions to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text - Use commas to clarify meaning or avoid ambiguity - Orchestrate a range of sentence structures - Ensure correct subject verb agreement 	<ul style="list-style-type: none"> - Develop paragraphs creatively using techniques such as contrast, additional detail and explanation - Select and use stylistic devices to enhance writing <p>Grammar, Punctuation and Vocabulary</p> <ul style="list-style-type: none"> - Use correct grammatical terminology when discussing their writing - Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will - Identify a modal adverb e.g. perhaps, surely, obviously - Use modal verbs and adverbs - Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs - Understand what parenthesis is - Recognise and identify brackets and dashes - Use brackets, dashes or commas for parenthesis - Ensure correct subject verb agreement
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Year 5 Writing End of Year Checklist	
Use engaging descriptions to describe settings, characters and atmosphere.	Use brackets, dashes or commas for parenthesis
Use dialogue to convey character and advance action	Use adverbs and modal verbs to indicate degrees of possibility (surely, perhaps, should)
Proof-read work	Spell many verb prefixes correctly (deactivate, overturn, misconduct)
Linked paragraphs	Convert nouns or adjectives into verbs using suffixes (designate, classify, criticise)
Use commas to clarify meaning and avoid ambiguity	Spell complex homophones correctly.
Use relative clauses	Spell many words from Y5/6 statutory spelling list
Write legibly and fluently	

5	Spelling		
	Autumn	Spring	Summer
<p>Yellow highlight = Could be ongoing obj in Balance</p> <p>Blue = new to that term</p> <p><i>Italics = Same in each term</i></p>	<p>Spelling</p> <ul style="list-style-type: none"> - Use a dictionary to check the meaning and spelling of words - Investigate spelling patterns and conventions - Use a thesaurus - Use etymology to aid spelling <p>- Spell words with the suffix -ive</p> <p>- Spell words with the suffix -ist</p> <p>- Spell words ending in -cious</p> <p>- Spell words ending in -tious</p> <p>- Spell words ending in -cial and -tial</p> <p>- Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety</p> <p>- Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> - Begin to adapt handwriting to specific purposes e.g. printing, use of italics - Use features of layout, presentation and organisation effectively in written and on-screen media 	<p>Spelling</p> <ul style="list-style-type: none"> - Use a dictionary to check the meaning and spelling of words - Investigate spelling patterns and conventions - Use a thesaurus - Use etymology to aid spelling <p>- Spell words ending in -ant, -ance and -ancy</p> <p>- Spell words ending in -ent, -ence and -ency</p> <p>- Spell diminutives using mini-, micro-, -ette and -ling</p> <p>- Spell words with the prefix bi-</p> <p>- Spell words with the prefix trans-</p> <p>- Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable</p> <p>- Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> - Increase the speed of handwriting without losing legibility - Combine written text and illustration to enhance the words and their meaning 	<p>Spelling</p> <ul style="list-style-type: none"> - Use a dictionary to check the meaning and spelling of words - Investigate spelling patterns and conventions - Use a thesaurus - Use etymology to aid spelling <p>- Spell words with the prefix im-</p> <p>- Spell words with the prefix pro-</p> <p>- Spell words ending in -able and -ible</p> <p>- Spell words ending in -ably and -ibly</p> <p>- Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht</p> <p>- Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> - Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning

Words to be learnt each term in addition to spelling rules taught		
Autumn	Spring	Summer
attached	according	achieve
average	ancient	available
bargain	apparent	awkward
bruise	category	determined

dictionary	conscience	develop
familiar	conscious	explanation
foreign	controversy	government
forty	convenience	individual
identity	environment	interfere
occupy	equip (-ment and -ped)	interrupt
occur	excellent	language
queue	existence	lightening
rhyme	hindrance	necessary
rhythm	leisure	sincerely
soldier	nuisance	stomach
symbol	parliament	suggest
system	relevant	temperature
twelfth	restaurant	thorough
variety	sufficient	vehicle
muscle	vegetable	yacht