

SPPS Y5 English Overview and Objectives

Suggested Books	Genre/ text type
Cosmic (as a class novel) by Frank Cottrell Boyce The Arrival by Shaun Tan Goodnight Mr Tom Journey to the River Sea by Eva Ibbotson Rainforests War poetry	Science fiction/fantasy Longer narratives/ Classics Myths War Poetry Formal report Persuasion Adverts Explanations

➤ Refer also to **14 15 SPPS Y1-6 English Glossary**

*Introduced to year group

** Introduced in previous year, needs revision.

***SPPS objectives or suggested topics / activities

ENGLISH: PART 1 OF 3			
Spoken Word	Word Reading	Comprehension	Writing – transcription
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, 	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology),</p> <p>both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> 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 	<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused

SPPS Y5 English Overview and Objectives



ENGLISH: PART 1 OF 3			
Spoken Word	Word Reading	Comprehension	Writing – transcription
<p>hypothesising, imagining and exploring ideas</p> <ul style="list-style-type: none"> ▪ speak audibly and fluently with an increasing command of Standard English ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ gain, maintain and monitor the interest of the listener(s) ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ select and use appropriate registers for effective communication. 		<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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, 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 ▪ 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, building on their own and others' ideas and challenging views courteously ▪ 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 <ul style="list-style-type: none"> ▪ provide reasoned justifications for their views. 	<ul style="list-style-type: none"> ▪ 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.

SPPS Y5 English Overview and Objectives

ENGLISH: PART 2 OF 3		
Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific little</p> <p>choosing the writing implement that is best suited for a task.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ 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 ▪ draft and write by: <ul style="list-style-type: none"> ▪ 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 ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs [for example, then, after that, this, firstly] ▪ 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] ▪ evaluate and edit by: <ul style="list-style-type: none"> ▪ assessing the effectiveness of their own and others' writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ➤ develop their understanding of the concepts set out in <u>English Appendix 2</u> ▪ by: <ul style="list-style-type: none"> ▪ 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 ▪ Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] ▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas to clarify meaning or avoid ambiguity in writing ▪ using brackets, dashes or commas to indicate parenthesis ▪ use and understand the following grammatical terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

SPPS Y5 English Overview and Objectives

ENGLISH: PART 2 OF 3		
Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
	<ul style="list-style-type: none">ensuring the consistent and correct use of tense throughout a piece of writingensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproof-read for spelling and punctuation errorsperform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

SPPS Y5 English Overview and Objectives

ENGLISH: PART 3 OF 3	
Spelling	
<u>Revision of suffix and prefix work in year 4</u>	
<p>To understand the effect of certain prefixes on root words re– means ‘again’ or ‘back’. sub– means ‘under’. inter– means ‘between’ or among’.</p>	<p>re–: redo, refresh, return, reappear, redecorate sub–: subheading, submarine, submerge inter–: interact, intercity, international,</p>
<p>To understand the effect of certain prefixes on root words super– means ‘above’. anti– means ‘against’. auto– means ‘self’ or ‘own’.</p>	<p>super–: supermarket, superman, superstar anti–: antiseptic, anti-clockwise, antisocial auto–: autobiography, autograph, automobile, automatic</p>
<p>To know that the suffix –ation is added to verbs to form nouns.</p>	<p>information, adoration, sensation, preparation, vibration admiration, temptation, education, creation, punctuation</p>
<p>To use the suffix ‘sion’ for words with endings sounding like ‘zhun’</p>	<p>division, invasion, confusion, decision, collision, television, tension, corrosion, explosion, transfusion</p>
<p>To know that word endings which sound like ‘en’ are, spelt –tion, –sion, –ssion, –cian</p>	<p>invention, action, expression, discussion, permission, extension, comprehension, musician, electrician, magician,</p>
<p>To know that some words with the /ay/ sound are spelt ei, eigh, or ey (Revise from Y3/4)</p>	<p>vein, weigh, eight, neighbour, they, obey, weight, sleigh, freight, journey</p>

SPPS Y5 English Overview and Objectives

ENGLISH: PART 3 OF 3		
Spelling		
Statutory Requirement	Rules and guidance	Examples
Endings which sound like /ʃəs/ spelt -cious or -tious	Not many common words end like this. If the root word ends in -ce , the /ʃ/ sound is usually spelt as c – e.g. <i>vice – vicious, grace – gracious, space – spacious, malice – malicious</i> . Exception: <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).	official, special, artificial, partial, confidential, essential
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu , or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observ <u>a</u> tion), expectant (expect <u>a</u> tion), hesitant, hesitancy (hesit <u>a</u> tion), tolerant, tolerance (toler <u>a</u> tion), substance (subst <u>a</u> ntial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid <u>e</u> ntial) assistant, assistance, obedient, obedie <u>n</u> ce, independent, independe <u>n</u> ce
Words ending in -able and -ible Words ending in -ably and -ibly	The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy , the -able ending is used if there is a related word ending in -ation .	adorable/adorably (ador <u>a</u> tion), applicable/applicably (applic <u>a</u> tion), considerable/considerably (consider <u>a</u> tion), tolerable/tolerably (toler <u>a</u> tion)

SPPS Y5 English Overview and Objectives

ENGLISH: PART 3 OF 3		
Spelling		
	<p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the a of the -able ending.</p> <p>The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the y changes to i in accordance with the rule.</p> <p>The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word <i>can</i> be heard (e.g. <i>sensible</i>).</p>	<p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
Adding suffixes beginning with vowel letters to words ending in -fer	<p>The r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p>
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.	deceive, conceive, receive, perceive, ceiling

SPPS Y5 English Overview and Objectives

ENGLISH: PART 3 OF 3		
Spelling		
	Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight
<p>Year 5/6 spelling list to run across both years - To find ways of remembering words that are often mis-spelt because of unstressed vowels or irregular spelling patterns. (Use of mnemonics is recommended here as well as building whole class dictionaries and using spelling journals to inform and support word recognition. Where possible use contextual methods, placing the words in sentences and using within modelled writing.)</p>		
<p>Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.</p>		

SPPS Y5 English Overview and Objectives

Understanding the history of words and relationships between them can also help with spelling.

Examples:

- *Conscience* and *conscious* are related to *science*: *conscience* is simply *science* with the prefix *con-* added. These words come from the Latin word *scio* meaning *I know*.
- The word *desperate*, meaning ‘without hope’, is often pronounced in English as *desp’rate*, but the *-sper-* part comes from the Latin *spero*, meaning ‘I hope’, in which the **e** was clearly sounded.

Familiar is related to *family*, so the /ə/ sound in the first syllable of *familiar* is spelt as **a**.

accommodate	community	occur	shoulder
accompany	competition	opportunity	signature
according	conscience*	parliament	sincere(ly)
achieve	conscious*	persuade	soldier
aggressive	identity	physical	stomach
amateur	immediate(ly)	prejudice	sufficient
ancient	individual	privilege	suggest
apparent	interfere	profession	symbol
appreciate	interrupt	programme	system
attached	language	pronunciation	temperature
available	leisure	queue	thorough
average	lightning	recognise	twelfth
awkward	marvellous	recommend	variety
bargain	mischievous	relevant	vegetable
bruise	muscle	restaurant	vehicle
category	necessary	rhyme	yacht
cemetery	neighbour	rhythm	
committee	nuisance	sacrifice	
communicate	occupy	secretary	