

Year 5 English Skills and Knowledge – Autumn Term

Text Driver	Reading Learning	Writing Learning
Literacy Shed -The Dream Giver		<ul style="list-style-type: none"> • Considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing. • Use paragraphs to organise ideas, building around a topic sentence.
Diary of a Killer Cat by Anne Fine	<ul style="list-style-type: none"> • Knows the difference between fact and opinion • Ability to express a personal point of view about a text, recommending books to peers, giving reasons and listening to others' personal views 	<ul style="list-style-type: none"> • Use and punctuate relative clauses beginning with who, which, where, when, whose or that, with or without a relative pronoun. • Use a thesaurus to locate a variety of synonyms. • Use paragraphs to organise ideas, building around a topic sentence.
River Story by Meredith Hooper	<ul style="list-style-type: none"> • Ability to express a personal point of view about a text, recommending books to peers, giving reasons and listening to others' personal views 	<ul style="list-style-type: none"> • Demonstrates growing awareness of audience and purpose. • Use a thesaurus to locate a variety of synonyms. • Ability to note and subsequently develop an initial idea, drawing on reading and research when necessary.
The Little Hippo by Anja Klauss and Geraldine Elschner	<ul style="list-style-type: none"> • Ability to express a personal point of view about a text, recommending books to peers, giving reasons and listening to others' personal views 	<ul style="list-style-type: none"> • Start sentences using a variety of openers: when, although, if, meanwhile, furthermore, adverbials of time. • Use paragraphs to organise ideas, building around a topic sentence. • Begins to develop characters and settings through selection of effective vocabulary.

		<ul style="list-style-type: none"> • Link paragraphs using adverbials (time, place, manner and tense choice)
<p>Journey to the River Sea by Eva Ibbotson</p>	<ul style="list-style-type: none"> • Ability to read at a reasonable speaking pace • Can attempt unfamiliar words straight away; pronouncing with automaticity <p>Reads the majority of words effortlessly</p> <ul style="list-style-type: none"> • Infers meaning of unfamiliar words from context • Can draw inferences such as characters' feelings, thoughts and motives from their actions • Summarises and presents stories in their own words • Uses meaning seeking strategies to explore the meaning of words in context • Can identify significant ideas, events and characters; beginning to show empathy/ understanding with characters' motives and behaviours 	
<p>The Secrets of a Sun King by Emma Carroll</p> <p>Continued into Spring term</p>	<ul style="list-style-type: none"> • Ability to read at a reasonable speaking pace • Can attempt unfamiliar words straight away; pronouncing with automaticity <p>Reads the majority of words effortlessly</p> <ul style="list-style-type: none"> • Infers meaning of unfamiliar words from context • Can draw inferences such as characters' feelings, thoughts and motives from their actions • Summarises and presents stories in their own words • Uses meaning seeking strategies to explore the meaning of words in context • Can identify significant ideas, events and characters; beginning to show empathy/ understanding with characters' motives and behaviours 	

Year 5 English Skills and Knowledge – Spring Term

Text Driver	Reading Learning	Writing Learning
Hidden Figures	<ul style="list-style-type: none"> • Reads with increasing fluency and developing confidence, applying many strategies for reading • Answer questions, making inferences and predictions on the basis of what is being said and done in a familiar book that is read to them • Retrieves information from a text, using efficient and effective methods; retrieve, record and present information from non-fiction • 	<ul style="list-style-type: none"> • Uses relative clauses which are accurately punctuated • Evidence of commas being used to clarify meaning in a sentence. • Proof reads own work for spelling and punctuation errors, editing appropriately. • Selects appropriate formats and forms to suit audiences and purpose. • Link paragraphs using adverbials (time, place, manner and tense choice) • Edits own work and offers suggestions to others to improve the impact and effect of writing. • Vocabulary, punctuation and grammar changes enhance effect and clarify meaning.
Room 13	<ul style="list-style-type: none"> • Recognises an increasingly wide range of books including myths, legends, modern fiction, fiction from or literary heritage and stories from other cultures • Can justify inferences with evidence from the text 	<ul style="list-style-type: none"> • Use grammar and vocabulary for effect: use of formal phrases; use of complex, compound and simple sentences. • Vocabulary, punctuation and grammar changes enhance effect and clarify meaning • Independent use of a thesaurus refining word choice. • Use of passive verbs, e.g. the window was broken. •
Series of space non-fiction texts	<ul style="list-style-type: none"> • Asks questions to enhance understanding of the text • Retrieves information from a text, using efficient and effective methods; retrieve, record and present information from non-fiction • Summarises main ideas from more than one paragraph 	<ul style="list-style-type: none"> • Use of passive verbs, e.g. the window was broken. • Uses relative clauses which are accurately punctuated • Evidence of commas being used to clarify meaning in a sentence. • Application of a range of spelling strategies.

	<ul style="list-style-type: none"> • Distinguishes between fact and opinion in non-fiction reading • Explains the effect and the impact of author viewpoint • 	<ul style="list-style-type: none"> • Correct spelling of words containing the spelling rules taught this term. • Correct use of a dictionary. • Commas to clarify meaning or avoid ambiguity. • Brackets, dashes and commas to indicate parenthesis. •
Hampton Court trip	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Commas to clarify meaning or avoid ambiguity. • Brackets, dashes and commas to indicate parenthesis. • Proof reads own work for spelling and punctuation errors, editing appropriately. • Selects appropriate formats and forms to suit audiences and purpose. • Link paragraphs using adverbials (time, place, manner and tense choice) •
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Year 5 English Skills and Knowledge – Summer Term

Text Driver	Reading Learning	Writing Learning
Kensuke's Kingdom	<ul style="list-style-type: none"> • Reads an increasingly wide range of books that are structured in different ways and for different purposes, e.g. fiction, poetry, plays, non-fiction, reference books, textbooks etc. • Selects books based on reading experiences and knowledge of books • Distinguishes between fact and opinion in non-fiction reading • Explains the effect and the impact of author viewpoint 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> • Begins to make comparisons across and between books, making connections between similar texts, prior knowledge and experience. • Clear ability to explain and discuss what has been read- presentations and debates • Reads aloud with appropriate volume and expression to make meaning to the audience clear • Ability to re-read and read ahead to check for meaning 	
Inchape Rock	<ul style="list-style-type: none"> • Reads aloud with appropriate volume and expression to make meaning to the audience clear • Ability to re-read and read ahead to check for meaning • Explains the effect and the impact of author viewpoint • Builds up a repertoire of poems that are known by heart, e.g. narrative verse, haiku • Prepares poems and plays to read aloud, showing understanding through intonation, tone and volume so meaning is clear to the audience • Discusses author's use of language for impact and effect using technical terms, e.g. figurative language, similes, imagery, analogy, metaphor etc. 	<ul style="list-style-type: none"> • Vocabulary chosen to compliment purpose. • Expanded noun phrases used to convey complicated information concisely. • Demonstrates a growing awareness of how authors develop character and setting; characters developed through a balance of action and dialogue. • Identifies and writes for the audience and correct purpose, selecting the appropriate form and uses similar writing as a model for independent writing. • Use figurative language effectively •
Grimm Tales	<ul style="list-style-type: none"> • Reads an increasingly wide range of books that are structured in different ways and for different purposes, e.g. fiction, poetry, plays, non-fiction, reference books, textbooks etc. • Begins to make comparisons across and between books, making connections between similar texts, prior knowledge and experience. • 	<ul style="list-style-type: none"> • Brackets, dashes and commas to indicate parenthesis. • Perfect form of verbs used to mark relationships of time and cause. • Begin to precis longer passages. • Beginning to use cohesive devices to link ideas within and across paragraphs. • Makes effective changes when editing own work.

		<ul style="list-style-type: none">• Demonstrates a growing awareness of how authors develop character and setting; characters developed through a balance of action and dialogue
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