

## English for the Year 5 Learner in St Paul's



### **Approach**

At St Paul's Catholic Primary School, we aim to ensure that all children learn to read, write and communicate successfully. We want all pupils to achieve their full potential so that they not only develop these important life skills and take their place in society, but also that they learn to love reading, writing and communicating and fully appreciate what joy these skills can bring.

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

### **Y5 English Coverage**

The year 5 English curriculum consists of the following modules: Time Travellers, Stargazers and Pharaohs.

We cover Traditional Tales (Legends); Suspense and Mystery; Fiction from our literary heritage; Recount; Explanation; Persuasion; Instructions; Reports; Discussion and Poetry

Key poets/authors your children will encounter are: Lewis Carroll, Jackie Kay, Benjamin Zephaniah, Vivian French

### **Curriculum Content**

#### **Speaking and Listening**

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints.
- Speak clearly and in different ways for drama, formal presentations and debate.

## Reading

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

In year 5, pupils will be reading aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. Children will be expected to read frequently, outside as well as in school, for pleasure and information. They will have the opportunity to listen frequently to stories, poems, non-fiction and other writing. At this stage, word reading will not be directly taught, except where individuals need support. Instead the focus will be on the teaching of comprehension skills.

They will, for example:

- Retrieve, record and present information from a text
- Summarise the main ideas of a text eg 'loneliness' or 'friendship'
- Predict what may happen based on evidence and clues given
- Discuss and evaluate the text and justify their views
- Use clues from the text to work out characters' feeling, actions or motives
- Distinguish between fact and opinion
- Identify how language, structure and presentation add to the meaning
- Compare different texts

<http://booksforkeeps.co.uk/> is a useful website which reviews new literature for children.

Key Texts: Recommended by Herts for Learning for Year 5 are:

<p>Sir Galwain and the Loathly Lady, Selina Hastings  Don Quixote, Marcia Williams  Arthur: The Seeing Stone, Kevin Crossley-Holland  Further suggestions:  Beowulf – K. Crossley-Holland  The Story of Robin Hood – R. Leeson  Arthur, High King of Britain – Michael Morpurgo  The Tale of Tales – Tony Mitton  Myths and Legends – Anthony Horowitz  Arion and the Dolphin – Vikram Seth  Just So Stories – Rudyard Kipling  The Firework Maker's Daughter- Phillip Pullman</p>	<p>Snow Spider Trilogy – Jenny Nimmo  Further suggestions:  Snow horse and other stories – Joan Aiken  Snaggletooth's mystery – Gene Kemp  Shock forest and other stories – Margaret Mahy  Room 13 – Robert Swindells  The London Eye Mystery – Siobhan Dowd  No Such Thing as Dragons - Written and illustrated by Philip Reeve  Cosmic- Written by Frank Cottrell Boyce  Flood Child - Written by Emily Diamand  The Secret Passage- Nina Bawden  The Laura Marlin Mysteries- Lauren St John  The Demon Dentist: David Walliams</p>
<p>Further suggestions:  Harry Potter series – JK Rowling  Oliver Twist – Charles Dickens  Kensuke's Kingdom – Michael Morpurgo  A Christmas Carol – Charles Dickens  Macbeth for Kids, Louis Burdett  The Wolves of Willoughby Chase – Joan Aiken</p>	<p>Peter Pan – J. M. Barrie  A Christmas Carol (Eyewitness classics) – Charles Dickens  The Hound of the Baskervilles – Sir Arthur Conan Doyle (adapted by Chris Mould)  The Wind in the Willows – Kenneth Grahame  The Jungle Book – Rudyard Kipling  Alice's Adventures in Wonderland – Lewis Carroll  Mary Poppins – P.L. Travers  Stories from Dickens (ed Blishen)  Stories from Shakespeare (ed. Geraldine McCaughrean)</p>

## Writing

Writing is developed through teaching the following:

**Spelling:** Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, and draw on their knowledge of word families and roots to help them spell new words correctly. They will practise and use the words included in Appendix 1 of the National Curriculum for years 5 & 6. Children will be expected to use a dictionary and thesaurus. Spelling rules need to be learned and reinforced. Please help your child to learn their spelling list and also learn the rule that applies.

**Handwriting:** Pupils will continue to be taught handwriting in order to increase speed, fluency and legibility.

**Composition** (structure): This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Use a wide variety of punctuation and grammar features
- Select the appropriate grammar and vocabulary to develop the effectiveness of their writing
- Use a range of techniques to build detail into their writing and link ideas within and between paragraphs
- Adapt writing for a range of purposes and audiences as part of their work across the curriculum. In year 5 this will include (cross curricular example, schools to insert their own)

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.

Should you wish for a more detailed explanation, please follow this link to the [Primary National Curriculum document](#)