

Objectives for Year 5 Term 1			
In addition to previous learning, pupils should learn how to...			
Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Present a well structured, persuasive argument including reasons and evidence <i>Analyse the use of persuasive language in different contexts</i> Plan and manage a group task over time</p> <p><b>Drama</b> <i>Vary voice for dramatic effect e.g. by using volume, tone and pitch</i></p>	<p><b>Word Reading</b> Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p><b>Being a Reader</b> Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including books from other cultures <i>Know a range of children's authors and poets</i> Read for a range of purposes Learn poems by heart Recommend a book and explain why <i>Use pertinent and technically specific vocabulary when talking about books</i> Discuss a text confidently with others, responding to their ideas and challenging their views courteously</p> <p><b>Reading Comprehension</b> Check that the text makes sense to them and discuss their understanding <i>Use imagination and empathy to explore a text beyond the page</i> Answer questions drawing on information from several places in the text Predict what may happen using stated and implied details <i>and a wider personal understanding of the world</i> 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</p>	<p><b>Planning, Composing and Evaluating</b> 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 writers' techniques from book, screen and stage Structure and organise writing in well linked paragraphs Build cohesion within a paragraph <i>Link openings to closings</i> <i>Use a variety of sentence openers</i> Carefully select words to create effects 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 <i>Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5)</i></p> <p><b>Grammar, Punctuation and Vocabulary</b> Use correct grammatical terminology when discussing their writing Identify relative pronouns e.g. which,</p>	<p><b>Spelling</b> Use a dictionary to check the meaning and spelling of words <i>Investigate spelling patterns and conventions</i> Use a thesaurus Use etymology to aid spelling <i>Spell words with the suffix -ive</i> <i>Spell words with the suffix -ist</i> Spell words ending in -cious Spell words ending in -tious Spell words ending in -cial and -tial Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety <i>Choose the correct spelling by using a visual strategy ('Does it look right?')</i></p> <p><b>Handwriting and Presentation</b> Begin to adapt handwriting to specific purposes e.g. printing, use of italics <i>Use features of layout, presentation and organisation effectively in written and on-screen media</i></p>

	<p>consider the reasoning behind it  Discuss and evaluate how authors use language and the impact on the reader  Recognise that different parts of the text may have different purposes  Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location</p> <p><b>Being a Researcher</b>  Detect bias and distinguish fact from opinion  Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information  Understand copying, quoting and adapting source material</p>	<p>that, who (whom, whose), when, where  Use relative pronouns appropriately  Identify relative clauses e.g. beginning with who, which, where, when, whose, that  Use relative clauses to expand sentences  Use adverbs and adverbials <b>as connectives</b> to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text  Use devices (<b>connectives</b>) for cohesion within a paragraph  Ensure correct subject verb agreement</p>	
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