

**Objectives for Year 5 Term 2**

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener <i>Analyse techniques designed to engage the listener</i> Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group</p> <p><b>Drama</b> Invent dialogue, gesture and movement to suit a character</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 modern fiction <i>Know a range of children’s authors and poets</i> Read for a range of purposes 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 <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 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</p>	<p><b>Planning, Composing and Evaluating</b> 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 Borrow writers’ techniques from book, screen and stage <i>Maintain a viewpoint throughout a text</i> <i>Engage the reader throughout</i> Ensure cohesion within and between all paragraphs in a text <i>Use stanzas to organise ideas around a theme in poetry</i> Use varied vocabulary to sustain and develop ideas 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> <i>Select and use stylistic devices to enhance writing</i></p> <p><b>Grammar, Punctuation and</b></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 Spell words ending in -ant, -ance and -ancy Spell words ending in -ent, -ence and -ency <i>Spell diminutives using mini-, micro-, -ette and -ling</i> <i>Spell words with the prefix bi-</i> <i>Spell words with the prefix trans-</i> 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 <i>Choose the correct spelling by using a visual strategy (‘Does it look right?’)</i></p> <p><b>Handwriting and Presentation</b> Increase the speed of handwriting without losing legibility <i>Combine written text and illustration to enhance the words and their meaning</i></p>

	<p>from a text  Identify a point in the text where the author has made a structural choice and consider the reasoning behind it  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  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><b>Vocabulary</b>  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 is e.g. perhaps, surely, obviously  Use modal verbs and adverbs  Understand what parenthesis is  Recognise and identify brackets and dashes  Use brackets, dashes or commas for parenthesis  Experiment with clause position in complex sentences  Ensure correct subject verb agreement</p>	
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