



Orton Wistow Primary School – Curriculum Plan



Subject : English

Year : 5

Term : Whole Year



Vocabulary

Define the word and include etymology if useful.

modal verb - A modal verb is a special type of verb. Modal verbs change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission.

relative pronoun - A relative pronoun is a word which is used to refer back to nouns which have already been mentioned in the sentence. Relative pronouns can describe people, things (including animals), places and abstract ideas.

relative clause - A relative clause is a specific type of subordinate clause that adapts, describes or modifies a noun. Relative clauses add information to sentences by using a relative pronoun such as who, that or which.

parenthesis - either of a pair of punctuation marks (). They are used to enclose information that is not part of the main sentence.

bracket - one of a pair of punctuation marks ([]). They are used to enclose words or numbers.

dash - a punctuation mark (–). It is used to show a break in speech or thought.



Knowledge

What children will know

Learning Teaching Assessment

Remembering Telling Testing

- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- use a thesaurus
- using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
- using the perfect form of verbs to mark relationships of time and cause
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- converting nouns or adjectives into verbs
- verb prefixes
- devices to build cohesion, including adverbials of time, place and number



Understanding

What children will understand

Learning Teaching Assessment

Practising Coaching Observing

- how to use further prefixes and suffixes and understand the guidance for adding them
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- noting and developing initial ideas, drawing on reading and research where necessary
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of







Skills

What children will be able to do

Learning Teaching Assessment

Reflecting Facilitating Evaluating

- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- precising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader
- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes or commas to indicate parenthesis
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

									
Vocabulary	Knowledge What children will know			Understanding What children will understand			Skills What children will be able to do		
Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
<p>cohesion – to be logical and easy to understand – a sentence needs to have cohesion.</p> <p>ambiguity - uncertainty or vagueness in meaning, intention, or the like.</p>	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
				speech and writing and choosing the appropriate register <ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing 			<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. proofread for spelling and punctuation errors 		