

ENGLISH - CM1 / YEAR 5

SPOKEN LANGUAGE

		P1	P2	P3	P4	P5	P6
Physical	Project voice to a large audience						
	Use gestures to become increasingly natural						
Linguistic	Use an increasingly sophisticated range of sentence stems and full command of standard English with fluency and accuracy						
	Know and use language that is acceptable in formal and informal situations with confidence						
Cognitive	Draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. rather than saying 'X is a vegetarian so eating meat is wrong' saying, 'lots of people don't eat meat because they believe killing animals is cruel'						
	Understand how to answer questions that require more detailed answers and justification						
	Identify when a discussion is going off topic and to be able to bring it back on track						
Social	Listen for extended periods of time						
Emotional	Speak with flair and passion						

P1	Sep-Oct	P2	Nov-Dec
P3	Jan-Feb	P4	Mar-Apr
P5	Apr-May	P6	Jun-Jul

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READING

		P1	P2	P3	P4	P5	P6
Decoding and fluency	Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet						
Range of reading	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks						
	Read books that are structured in different ways and reading for a range of purposes						
Familiarity with texts	Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions						
Poetry and performance	Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience						
Vocabulary	Use dictionaries independently to check the meaning of words that they have read						
	Check that the book makes sense, discussing understanding and exploring the meaning of words in context						
	Use text before and after an unknown word to make a sensible guess						
Retrieve and record	Distinguish between statements of fact and opinion						
	Select and sort information from a range of sources and record this (Link to History)						
	Retrieve, record and present information from fiction and nonfiction, identifying key ideas						

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READING

		P1	P2	P3	P4	P5	P6
Sequence and summarise	Summarise the main ideas drawn from more than one paragraph and identify key details to support the main ideas						
Inference	Draw detailed inferences such as inferring characters' feelings, thoughts and motives from their actions						
	Ask questions to improve understanding of a text						
	Justify inferences with more than one piece of evidence						
Prediction	Make a more detailed prediction, drawing on stated and implied details from the text to justify this						
Explanation	Identify and compare how language, structure and presentation contribute to meaning across books and poetry						
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader						
	Identify and discuss themes and conventions in and across a wide range of writing						
	Discuss features relating to organisation at sentence and text level						
	Give explanation as to why the author might have chosen this structure, commenting on effectiveness						
	Compare how a common theme is presented in a range of texts						

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WRITING - COMPOSITION

		P1	P2	P3	P4	P5	P6
Plan	Plan their writing by identifying the audience and purpose of the writing, selecting the correct form and change the language and sentence length for the purpose						
	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary						
Draft	Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning						
	Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action						
	Draft and write by accurately summarising longer passages						
	Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.						
	Use devices to build cohesion within a paragraph e.g. then, after that, this firstly etc.						
	Link ideas across paragraphs using adverbials of time e.g. later place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.						
Evaluate	Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning						
	Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing						
	Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear						
	Proof-read for spelling errors						

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WRITING - VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING

		P1	P2	P3	P4	P5	P6
Use commas to clarify meaning or avoid ambiguity							
Use brackets, dashes or commas to indicate parenthesis							
Use fronted adverbials e.g. Later that day, I heard...							
Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun							
Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must							
Understand the following terminology: <ul style="list-style-type: none"> - Modal verb - Relative pronoun, relative clause - Parenthesis, bracket, dash - Cohesion - Ambiguity 							
Understand the meaning of the following: <ul style="list-style-type: none"> - Independent clause, subordinate clause, - Compound sentence and complex sentences 							
Understand use of hyphens							
Phonics	Understand the spelling rules that apply for words that end in: <ul style="list-style-type: none"> - ant, ance/ancy, ent, ence/ency - able and ible - ibly and ably - ough 						
	Understand the spelling rules that apply for words that contain: <ul style="list-style-type: none"> - the /s/ sound spelt sc - the /k/ sound spelt ch - the /ʃ/ sound spelt ch - 'silent' letters - i before e, except after c 						
Homophones	<i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, farther/further, guessed/guest, heard/herd, led/lead</i>						
Prefixes	Understand the meaning of the following prefixes: sub- / inter- / super- / anti- / auto-						
Suffixes	Understand the spelling rules that apply when words are ending with a sound like: <ul style="list-style-type: none"> - /ʃəs/ spelt -cious or -tious - /ʃəl/ spelt -cial or -tial 						
	Add suffixes beginning with vowel letters to words of more than one syllable or ending in -fer						
	Understand the spelling rules that apply for words ending in -ly						
Memorise the spelling of high-frequency words							