 Mill Lane Primary School – UKS2 English Overview 2018-2019

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Year 5 | | | | |
|  | Autumn: Pharaohs | Spring: Alchemy Island | | | Summer: Revolution (Victorians) |
| **Genre** | Chronological Reports (3 weeks)  Fact files  Research skills  Mystery stories  Play scripts  Additional:  Instructions  Narrative | Fantasy narrative  Non-chronological reports  Soliloquies  Poetry  Lyrics  Additional:  Balanced argument | | | Non-Chronological Report (2 weeks)  Historical fiction  Biographies  Limericks  Diary writing/journals  Additional:  Instructions  Explanation text |
| ***Word reading*** | In the context of the appropriate range of texts:   * Applies knowledge of root words, prefixes and suffixes (etymology and morphology) to support reading and understanding of new vocabulary | | | | |
| ***Reading Comprehension*** | * Reads books that are structured in different ways and for a range of purposes * Knows at least 4 poems by heart (of varied length and form) * Summarises the main ideas across a text * Retrieves and records information from non-fiction * Participates in discussion about books they have read/heard, taking turns, asking questions and listening to what others say | * Reads and discusses a wide range of fiction, poetry, plays, non-fiction, reference and text books * Reading choices include all of the following: myths, legends, traditional stories, modern fiction * Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. * Draws inferences such as inferring characters’ feelings, thoughts and motives and can use evidence from the text to justify these inferences * Predicts what might happen based on details stated and implied in the text * Distinguishes between fact and opinion * Retrieve, record and present information from non-fiction | | | * Recommends books they have read to their peers, giving reasons for their choices * Makes comparisons within books * Identifies examples of figurative language * Participates appropriately in discussion about books they have read/heard * Reads independently , with understanding, and explains the meaning of words in context * Identifies how language, structure and presentation contribute to meaning |
| ***Transcription*** | Spelling:   * uses further prefixes and suffixes and understands the guidelines for adding them (e.g. Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) and Verb prefixes (e.g. dis–, de–, mis–, over– and re–) * uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary   Writing:   * chooses which shape of a letter to use when given choices * in writing narratives, uses what they have learned about how authors have developed characters in what they have read, listened to or seen performed * identifies the audience for and purpose of the writing and selects appropriate forms * plans writing by noting and developing initial ideas, drawing on reading and research where necessary * ensures correct subject and verb agreement when using singular and plural and when distinguishing between the language of speech and writing * understands that degrees of possibility can be shown using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) * uses commas correctly to clarify meaning or avoid ambiguity | Spelling:   * Words ending in –able and –ible * Words containing the letter-string ough ought, rough, cough, dough, through, thorough, plough * Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb, solemn, thistle, knight * Use homophones and other words that are often confused   Writing:   * writes legibly with some fluency * selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * uses organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) * displays consistent and correct use of tense throughout a piece of writing * proof-read for spelling and punctuation errors * performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear * uses commas to indicate parenthesis * uses the perfect form of verbs to mark relationships of time and cause | | | Spelling:   * words with suffixes beginning with vowel letters to words ending in –fer referring, referred, referral, preferring, preferred, transferring, transferred * Spells correctly at least half the words in the Y5/6 spelling list.   Writing:   * chooses the writing implement that is best suited for a task (e.g. quick notes, letters). * In writing Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) * in narratives, describes settings, characters and integrates dialogue to convey character * Uses devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) * Links ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) * uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * uses brackets or dashes to indicate parenthesis * accurately and appropriately uses and understands the following grammatical terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity |
| ***Spoken Language*** | * Listen and respond appropriately to adults and their peers * Ask relevant questions to extend their understanding and knowledge * Use relevant strategies to build their vocabulary * Articulate and justify answers, arguments and opinions * Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * Speak audibly and fluently with an increasing command of Standard English * Participate in discussions, presentations, performances, role play, improvisations and debates * Gain, maintain and monitor the interest of the listener(s) * Consider and evaluate different viewpoints, attending to and building on the contributions of others * Select and use appropriate registers for effective communication. | | | | |
|  | Year 6 | | | | |
|  | Autumn | Spring | | | Summer |
| **Genre** | Letters  Diaries  Persuasive writing  Speeches | SATs Preparation | | | Short Narrative  Diaries  Poetry  Myths and Legends |
| ***Word reading*** | In the context of the appropriate range of texts:   * Applies knowledge of root words, prefixes and suffixes (etymology and morphology) to support reading and understanding of new vocabulary | | | | |
| ***Reading Comprehension*** | * Recommends books they have read to their peers, giving reasons for their choices * Chooses poems and play scripts to read aloud and to perform, using intonation, tone and volume so that the meaning is clear to an audience * Retrieve, record and present information from non-fiction * Provides reasoned justification for their views * Reads and discusses a more challenging range of fiction, poetry, plays, non-fiction, reference and text books * Reading choices include all of the following: modern fiction, fiction from our literary heritage , and books from other cultures and traditions * Makes comparisons within and across books * Continues to demonstrates understanding as in Y5, in the context of the appropriate range of texts * Participates in discussion about books they have read/heard, building on their own and others ideas and challenging views courteously | | * SATS Preparation | * Identifies and discusses themes and conventions, in and across a range of writing * Knows a wide range of poems by heart * Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader * Explains understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary | |
| ***Transcription*** | Spelling:   * uses a thesaurus to enhance writing * Uses hyphens correctly in spelling (e.g. co-ordinate, re-enter, co-operate, co-own) * Endings which sound like /əl/ official, special, artificial, partial, confidential, essential * Words ending in –ant, –ance/–ancy, –ent, –ence/–ency * Words ending in –ably and –ibly * Words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling * words which sound like /əs/ spelt –cious or –tious vicious, precious, ambitious, cautious,   Writing:   * write legibly, fluently and with increasing speed * Knows when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form). * in writing narratives, uses what they have learned about how authors have developed settings in what they have read, listened to or seen performed * can précis longer passages * Links ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis * correct choice of tenses is sustained throughout writing * Understands how words are related by meaning as synonyms and antonyms (e.g. big, large, little) * uses layout devices, such as sub-headings, columns, bullets, or tables, to structure text * assesses the effectiveness of their own and others’ writing, proposing changes to grammar to enhance effects and clarify meaning * uses the passive to affect the presentation of information in a sentence * uses passive verbs to affect the presentation of information in a sentence * can punctuate bullet points consistently and accurately * Uses the colon to introduce lists and semi-colons to separate items in a list | | * SATS Preparation | Spelling:   * Spells correctly all the words in the Y5/6 spelling list * uses knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1   Writing:   * makes decisions, as part of their personal style, whether or not to join specific letters and does so appropriately in their own writing * in narratives, describes atmosphere and integrates dialogue to advance the action * Uses structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech) * uses vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * uses hyphens to avoid ambiguity * accurately and appropriately uses and understands the following grammatical terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points) | |
| ***Spoken Language*** | * Listen and respond appropriately to adults and their peers * Ask relevant questions to extend their understanding and knowledge * Use relevant strategies to build their vocabulary * Articulate and justify answers, arguments and opinions * Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * Speak audibly and fluently with an increasing command of Standard English * Participate in discussions, presentations, performances, role play, improvisations and debates * Gain, maintain and monitor the interest of the listener(s) * Consider and evaluate different viewpoints, attending to and building on the contributions of others * Select and use appropriate registers for effective communication. | | | | |