



English
at
Manor Park Primary Academy



How to help your child in
Year 5

How we teach Speaking and Listening

The aim is for children to communicate their thoughts, ideas and opinions clearly and succinctly, as well as listening to and reflecting on the ideas of others.

We encourage children to turn-take in conversations and adapt their speech to a range of situations and audiences.

The children are encouraged through drama activities and in many curriculum areas to investigate and experiment with movement, speech, space, physical objects and sound. They may be told to mime situations in drama to increase inventiveness and to develop non-verbal communication skills.

Through group work the children's skills for negotiating and decision-making are developed e.g. role play, mime, and puppetry.

The children are encouraged to offer a personal response to the performances of others, e.g. other pupils, amateur and professional groups.

Speaking and Listening is promoted through Class Assemblies, Circle Time, discussion, turn taking, role-play activities, hot-seating, acting out of play scripts, P4C sessions (in which children discuss morals, philosophy and develop thinking skills), improvisation and debating opportunities.

How we teach Reading

We aim for the children to become independent, fluent and enthusiastic readers, who read widely and frequently, with the skills to access, engage with and enjoy a wide range of texts.

We encourage children to read voluntarily for pleasure and to develop the ability to read fluently and with understanding. Children should be able to decode new words outside their spoken vocabulary, making a good approximation to how the words are pronounced.

We teach the children about different styles of reading material; fairy tales, reports, animal stories, etc. and encourage children to justify their views of about what they have read.

In Whole Class Reading Sessions children are involved in lots of discussion, reflection and questioning about the text. They follow the same text in groups, usually with an adult to support.

How we teach Writing

Our aim is to teach children to develop and enhance the effectiveness of what they write as well as increasing their competence. Children are taught to match their writing style to differing audiences and purpose and to regard themselves as 'writers'.

We aim for the children to write independently and to develop their ability to write in a wide range of genre, both fiction and non-fiction. They are taught the skills of planning, drafting, proof-reading and editing their work and that of others.

The children may have told you about 'VCOP'. This is to remind them to use good **V**ocabulary (WOW words), **C**onjunctions (and, but, nevertheless, furthermore etc), **O**peners (beginning sentences with _____ly words and _____ing words and re-arranging the order of sentences) and **P**unctuation (referring to the punctuation pyramid which reminds them of the range of punctuation they need to use in order to improve and modify their writing).

Spelling

Our aim is to encourage pupils to become independent and accurate in their spelling. To be confident in using a wide vocabulary in their writing and to be aware of the difference between spoken dialect and written Standard English.

Spelling lessons teach children the skills they need to break words into sounds when they are spelling and teach children to apply spelling rules to root words within their writing. For example doubling a consonant before adding 'ing'.

The "Look, Cover, Write, Check" method of spelling is also a good visual approach to the learning of spelling when faced with tricky words which are difficult to sound out.

During weekly spellings tests, children will write a simple sentence, dictated by the teacher, containing the learned words.

In year 5, children may be encouraged to use the first two or three letters of a word to check its spelling, using a dictionary.

By the end of year 5, children will be expected to spell many, if not the majority, of the words from the Year 5 and 6 word list accurately within their writing and in the correct context.

Grammar

Children should continue to use some distinctive features of Standard English in their writing.

In year 5, children develop their knowledge and understanding of formal and informal writing including the correct use of direct and reported speech.

Children begin to understand the difference between active and passive sentences and work on being able to identify each within a piece of writing.

The use of different forms of punctuation is developed which include commas, semi colons and dashes. These pieces of punctuation are taught to be used to clarify the meaning of a sentence.

Children also focus on developing an understanding of using relative clauses in their writing beginning with who, which, where, when, whose, that or with

Grammar may be taught explicitly during GPS (Grammar, Punctuation and Spelling) sessions or as a part of the writing learning journey and is applied during daily literacy sessions. Home learning may be set to extend and/or consolidate areas taught in Grammar sessions each week.

Handwriting

Your child should be joining all letters in their written work. Every pupil should develop a clear, legible and fluent style that is capable of being written at reasonable speed.

Weekly handwriting lessons consolidate cursive script and support in developing increasing fluency. This will help them to join their letters together and produce neat, fluent handwriting. Lower case letters should be formed a similar size, with upper case letters left un-joined.

Ways for you to help your child (ren) at home...

Speaking and Listening:

Encouraging expression when your child is talking and engage them in talk about topics they enjoy and get them to justify their opinions.

Trying to get them to follow multi-step instructions or repeat information you have told them.

Many games involve thinking about the meaning of words, drama or spelling.

There are many child friendly versions:

- Children's Scrabble
- Pictionary
- Cranium
- Charades
- Boggle
- 20 Questions
- Eye Spy
- 'Yes/No game'
- 'I went to the shops and I bought' etc.



Reading:

- Get them sharing a comic, magazine, TV/Radio Times and Information books with an adult/older sibling.
- Encouraging them to read with expression/voices.
- Looking at illustrations (reading the picture) and putting a story to the picture.
- Questioning them about what they have read:
Opinions - Do you like that word the author has chosen? Why?
What words tell you about the sort of person the character in the story is? Can you find words within text? Where is the key word _____?
- Discuss what a character's actions tell us about how they are feeling. E.g. *How do you think the character is feeling? How do you know?*
- Encourage your child to make predictions about the outcome of events in stories.
- Make up alternative endings for stories.
- Discuss the purpose of different text types and the audiences they are aimed for.



Writing:

- Practising the use of a wide range of punctuation including commas and semi colons to extend and develop the structure of sentences.
- Encourage your child to use a range of different sentence types in their writing including simple, compound and complex. For example: The lonely, ginger cat sat on the porch. The lonely, ginger cat sat on the porch because he was waiting for his owner to arrive home. The car, who was waiting for his owner to come home, sat on the porch.
- Giving them a reason for writing – thank-you letters for Birthday and Christmas presents, writing to pen-friends.
- Encouraging them to describe things they see (adjectives and adverbs or WOW words).
- During school holidays encourage your child to keep a diary (aim for 5 -10 sentences). This will help to avoid the “summer holiday dip” many children experience after six weeks without writing.



Year 5 pupils at the secure level would be expected to have little or no difficulty reading most of the words below. However, there may be difficulties in being able to spell them accurately. Many of these words do not follow a regular pattern and others are easily confused.

Complete list Year 4 and 5 medium frequency words

above	can't	half	only	suddenly	used
across	change	happy	opened	sure	walk(ed)(ing)
almost	children	head	other	swimming	watch
along	clothes	heard	outside	think	where
also	coming	high	own	those	while
always	didn't	I'm	paper	thought	white
animal	different	important	place	through	whole
any	does	inside	right	today	why
around	don't	jumped	round	together	window
asked	during	knew	second	told	without
baby	earth	know	show	tries	woke(n)
balloon	every	lady	sister	turn(ed)	word
before	eyes	leave	small	under	work
began	father	light	something	until	world
being	first	might	sometimes	upon	write
below	follow(ing)	money	sound		year
better	found	morning	started		young
between	friends	mother	still		
birthday	garden	much	stopped		
both	goes	near	such		
brother	gone	never			
brought	great	number			
		often			

The intention is not to learn these by rote. There are many ways in which these words can be investigated and learned e.g. through grouping them by meanings, common spelling patterns, sound patterns, locating them in dictionaries and other texts, creating mnemonics (for example because – **B**ig **E**lephants **C**an **A**lways, **U**nderstand, **S**mall **E**lephants), inventing and playing word games, proof-reading and checking them in independent writing.

Word list for years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (–ped, –ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance

identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht