

Core Curriculum: English

Long Term Plan: English Key Stage 2 / Year 5



English: Spoken Language

Spoken Language Overall

Pupils in Year 5 are taught to speak fluently and to listen carefully so that they can communicate their ideas and emotions to others. They are taught the linguistic conventions for speaking appropriately in different situations: how I speak with my teacher; how I speak with my friends; how I always aim to speak with respect and consideration of others at all times. During reading and writing lessons we discuss, debate, demonstrate, explain and make formal presentations about our reading and writing so that pupils develop a strong command of the spoken word and are confident to speak up and articulate their viewpoints. The spoken language is a focus in all subject areas and staff are expected to model it appropriately and teach the conventions for discussion and debate. Drama is used for role play, improvisation, script writing and performance to a range of audiences.

English: Reading

Reading Overall

Pupils in Year 5 are taught to read through a combination of strategies that include, reading for enjoyment, whole class guided reading and for focus pupils, one to one supported reading with a member of staff. Phonics is taught to those pupils who need additional support in this area. We encourage and expect pupils to read at home five times a week. This can be a combination of pupils reading to their parents/carers and parents/carers reading to their children. All pupils have a home/school reading diary that parents are asked to sign when their child reads. These records are monitored regularly.

Reading for Enjoyment

In Year 5 pupils continue to be encouraged to develop a love of reading and this is modelled by their teachers and learning support assistants. Each day, teachers/LSAs read aloud to their class. They read stories, poems, rhymes and non-fiction to widen pupils' access to a range of literature and to inspire a love of reading. It is a quiet time set aside for teachers to read a text to their class uninterrupted and without explicit teaching.

<p>Whole Class Guided Reading</p>	<p>Year 5 guided reading is taught in whole class groups. Year 5 follows a set guided reading structure. A high-quality piece of fiction or non-fiction text is selected that challenges all pupils, some of which are from the CUSP high-quality literature list. The text selected is at a level beyond that at which pupils can read independently and is often linked to knowledge taught in other subjects. Teachers explore and discuss texts with pupils, in line with the learning objectives from the National Curriculum and the reading domains. In these sessions, there is an emphasis on teachers sharing the joy of reading and enjoyment of a text, as well as teachers explicitly teaching reading skills including modelling fluency and prosody. The learning objective for the session is the same for all pupils. Pupils have access to the same text activities and levels of questioning but with differing levels of support provided depending on pupil's learning needs.</p>
<p>Independent and Supported Reading Book Banding Programme</p>	<p>Books are organised into book bands according to their level of difficulty. Book bands are used to support pupils to access a wide variety of texts for home reading (supported and independent reading) and one to one supported reading with their teacher/LSA. Teachers refer to the colour banding system to assign reading books to pupils at their correct level of reading. These books are age-appropriate for the child and gives them access to famous and popular authors. Teachers and support staff regularly assess pupils to determine when the pupil is ready to progress to another band. The majority of pupils in Year 5 pupils are independent readers.</p>
<p>English: Writing</p>	
<p>Writing Narratives</p>	<p>Pupils are taught to write narratives which may be a sequence of events in chronological order, or an imagined tale with flashbacks or multiple timelines. Narratives can be fiction or non-fiction and can include: personal accounts, short stories, play scripts, diaries, letters, poems and persuasive adverts. Year 5 follows a set writing structure; coverage of different narratives are mapped out across the year. Each writing unit identifies the features of the narrative to be taught. Pupils are taught that effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. Each unit of writing focuses on cohesion (does the writing flow) as well as vocabulary, grammar, punctuation and spellings. A context for the writing is created, often linked to other subject areas, to provide a purpose and audience. All writing units start with a decision about the purpose and consideration of the audience. Units of writing then follow these four stages: planning, drafting, editing and publishing.</p>

<p>Grammar and Punctuation</p>	<p>Grammar and punctuation for each year group is taught both explicitly and interwoven into the writing unit. Grammar is taught first as a stand alone lesson to introduce a new grammatical concept or feature. This gives pupils the opportunity to become familiar with the new concept and practise it in isolation to consolidate their learning. After a new concept has been taught, it is then embedded into the writing. This can be done by having it feature in writing models produced for the pupils to learn from (modelled by the teacher in shared writing) and have the new concept included in the success criteria for a piece of writing. Embedding the grammar in writing gives pupils the opportunity to apply their new knowledge in a range of writing contexts, not just closed activities. Grammar concepts are frequently revised and added throughout the year so that pupils build their knowledge up securely year on year. Grammar is not just important when writing in English. It has a high priority in other subjects. Teachers refer back to work that has been taught in English as this demonstrates to pupils that correct grammar is used in all subjects and written work should be of the same quality.</p>
<p>Transcription Read, Write Inc. Spelling Programme</p>	<p>Spelling is taught explicitly through RWInc. Spellings in KS2. Pupils work through a rigorous course which ensures a deep understanding of spelling rules rather than rote learning of spellings. Each week pupils learn spelling patterns and are tested on their understanding of these through the RWInc. programme. Pupils are expected to use what they have learnt in their spelling lessons in their writing. Pupils also have access to the online resource of Spelling Shed which is a fun and interactive way to learn spellings.</p>
<p>Transcription Nelson Handwriting Programme</p>	<p>Good handwriting is vital because it promotes a positive attitude towards written work and its presentation. The principle aim is for handwriting to become an instinctive practise, which enables pupils to focus on the content of their writing. In order for this to occur, handwriting is taught in ways which focus on enhancing fluency and legibility, which provide pupils with opportunities for creative expression. We use the Nelson Handwriting programme to teach handwriting. It provides a clear, practical framework for implementation and development to ensure continuity with regard to the teaching of handwriting in the school. The programme provides teachers with the tools for teaching all technical aspects of writing and the flexibility to work as a whole class, group, or 1:1. The majority of pupils entering Year 5 will have mastered the Nelson font. Pupils are encouraged to develop and master their own fluent, legible, joined and neat handwriting style. Pupils may use a faster script for note making. They may choose to print for labelling maps and/or diagrams or similar depending on their audience; they are taught to consider their audience.</p>