

English Steps in Learning

** To be read alongside the long term text overview and medium term plans*

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spoken Language	Engage the interest of the listener by varying their expression and vocabulary / Adapt spoken language to the audience, purpose and context Explain the effect of using different language for different purposes Develop ideas and opinions with relevant detail Express ideas and opinions, justifying a point of view Show understanding of the main points, significant details and implied meanings in a discussion Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views			Begin to use Standard English in formal situations Begin to use hypothetical language to consider more than one possible outcome or solution Perform own compositions, using appropriate intonation and volume so that meaning is clear Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone Understand and begin to select the appropriate register according to the context		
Phonics/ Spelling	I can spell further prefixes and suffixes and understand how to use them (See English Long Term Plan) I can spell words with silent letters. I continue to distinguish between homophones and other words which are often confused.			I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically. I can place the possessive apostrophe accurately in words with regular and irregular plurals. I can use a thesaurus. I can use dictionaries to check the spelling and meanings of words using the first 3 or 4 letters.		
	Words with the letter string 'ough'	Use of the hyphen	etymology	Words ending -able, ably, ible, ibly	Words with 'ough' letter string	Words ending '-ent', '-ence' and '-ency'
	Words with 'silent' letters	Rare GPCs	Words with the /i:/ sound spelt 'ei' 'ei' and 'ie' words	Adding suffixes beginning with vowels to words ending in -fer	Words ending '-cial' and '-tial'	Homophones
	Words ending in '-able' and '-ible'	Words ending in '-ably' and '-ibly'	Proofreading	Homophones ('ce'/'se')	Words ending in 'ant', '-ance and '-ancy'	Statutory spelling lists
	From previous years: plurals (adding '-s', '-es' and '-ies)	Homophones	Problem suffixes	Endings that sound like /ʃəs/ spelt '-cious' or '-tious'	Root words and meaning	
	Apostrophe for contraction and possession	Proofreading	Statutory spelling lists	Statutory spelling lists	Statutory spelling lists	
	Homophones	Using a dictionary to support learning.				
	Statutory spelling lists	Statutory spelling lists				
Reading (Decoding)	I can apply my growing knowledge of root words and affixes to read and understand unfamiliar words.					
Reading (Comprehension)	I can read a widening range of different texts, including fiction, poetry, plays, non-fiction, and reference and textbooks, and discuss them with others afterwards. I can compare events, themes and characters within and between books, finding and explaining similarities. I can recognise a theme within a piece of writing and I can recognise and name some common conventions used in writing. I can use everything I have learned so far about how affixes are added to root words to read and understand unfamiliar words I encounter. I can read differently structured texts for different purposes. I can talk about books and texts, categorising them into traditional tales, myths, legends, modern fiction, our literary heritage and books from other cultures and traditions. I know how to learn a poem by heart and I can choose a suitable poem that I will enjoy learning and reciting.			V – I can explain the meaning of new vocabulary in the context of the text. I - I can pick up hints and clues the writer has given the reader to help me work out why characters do and say the things they do and I can explain how I worked this out. Draw inferences about characters' motives and justify inferences with references to characters' thoughts and feelings e.g. Why did Bess pull the trigger in the poem 'The Highwayman'? Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation, e.g. I think ...(point) I know this because the author says...(evidence) This evidence shows that...(explanation). P - I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me. (stated and implied) E- I can identify and discuss language a writer has used to have an impact on the reader, including figurative language (simile, metaphor, personification) and explain the impact on me as a reader. I can		

	<p>I can prepare and present a play script or a poem and use my voice, expression and gestures to gain and hold the attention of listeners.</p> <p>I can pose questions for myself as I read and continue reading to find the answers to them.</p> <p>I can identify whether a writer is sharing a fact or offering an opinion.</p> <p>I can monitor my reading for sense and go back to make sure of anything that confuses me, exploring what an unfamiliar word means in its context after looking it up.</p> <p>I can share my views on a book I have read, recommending it to other readers and giving reasons to support my choices.</p> <p>I can talk about my reading in a variety of ways, including formal presentations and debates, and I can keep my focus when I am speaking, using notes to help me.</p> <p>I can read a non-fiction text and find answers to questions I posed before I read it and I can make notes to record the information I learned.</p> <p>I can discuss my reading with others, contributing positively, listening thoughtfully, offering and accepting challenges respectfully.</p> <p>I can support and justify my views through reasoned explanation.</p>	<p>identify how the language, structure and presentation of a text contribute to meaning (e.g. specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non-fiction texts) and explain how these impact on me as a reader.</p> <p>R- Scan for key information and text mark in fiction and non-fiction e.g. identify words and phrases which tell you the character has a hard life, or find three words or phrases which suggest that the author is opposed to deforestation. Use text marking to identify key information in a text. Make notes from text marking.</p> <p>S - I can identify what the main ideas in a longer text are, sum them up quickly in a few sentences and identify key details to support my summary.</p>
<p>Writing (Features of Writing)</p>	<p>I can select appropriate grammar and vocabulary.</p> <p>I can describe settings, characters and atmosphere and integrate dialogue to convey characters and advance action in narrative.</p> <p>I can use a wide range of devices to build cohesion within and across paragraphs e.g. adverbials, pronouns, prepositional phrases.</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader in non-narratives e.g. headings, bullet points and underlining.</p> <p>I can extend the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses. (Using relative clauses with the relative pronoun)</p>	<p>I can use the present perfect form of verbs.</p> <p>I can choose nouns or pronouns appropriately.</p> <p>I can use conjunctions, adverbs and prepositions to express time and cause.</p> <p>I can use fronted adverbials.</p> <p>I can use modal verbs to indicate degrees of possibility.</p> <p>I can proofread for spelling and punctuation errors.</p> <p>I can use the grammar for Years Five from the English Appendix (See knowledge organiser)</p>
<p>Writing (Process)</p>	<p>Planning: I can identify the audience and purpose for writing, selecting the appropriate for and using other similar writing as models for their own.</p> <p>Draft & Write: I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Evaluate & Edit: I can assess the effectiveness of my own and others' writing.</p> <p>Evaluate & Edit: I can ensure the consistent and correct use of tense through a piece of writing.</p> <p>Perform: I can perform my own compositions, using appropriate intonation, volume, and movement so that the meaning is clear.</p>	<p>Planning: I can note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Planning: When writing narratives, I can consider how authors have developed characters and settings in what I have read, listened to or seen performed.</p> <p>Draft & Write: I can draft organisation of a piece of work.</p> <p>Draft & Write: I can precise longer passages.</p> <p>Evaluate & Edit: I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meanings.</p> <p>Evaluate & Edit: I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>
<p>Writing (Punctuation)</p>	<p>I can use full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural.</p> <p>I can use and punctuate direct speech accurately.</p>	<p>I can consistently use commas after fronted adverbials</p> <p>I can use commas to clarify meaning or avoid ambiguity in writing.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p>
<p>Writing (Handwriting)</p>	<p>I can write legibly, fluently and with increasing speed.</p> <p>I can choose which shape of letter to use when given choices and deciding whether or not to join specific letters.</p> <p>I can choose the writing implement that is best suited to a task.</p>	