

St. Michael's CE Junior School



English Year 5



Year 4 English National Curriculum Objectives

Reading

- To summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text.
- To draw inferences such as inferring characters' feelings (and to infer underlying themes and ideas).
- To recognise themes in books that they have read (and make links between texts and to the wider world).
- To read aloud their own writing, to a group or the whole class.

Writing

- To use further prefixes and suffixes and understand how to add them.
- To use the present perfect form of verbs in contrast to the past tense.
- To increase the legibility, consistency and quality of their handwriting.

Year 5 English National Curriculum Objectives

Reading

- To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- To read books that are structured in different ways and reading for a range of purposes.
- To increase their 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 identifying and discussing themes and conventions in and across a wide range of writing.
- To learn a wider range of poetry by heart.
- To prepare poems and plays to read aloud checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- To ask questions to improve their understanding.
- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- To predict what might happen from details stated and implied.
- To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- To identify how language, structure and presentation contribute to meaning.
- To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- To distinguish between statements of fact and opinion.
- To retrieve, record and present information from non-fiction.

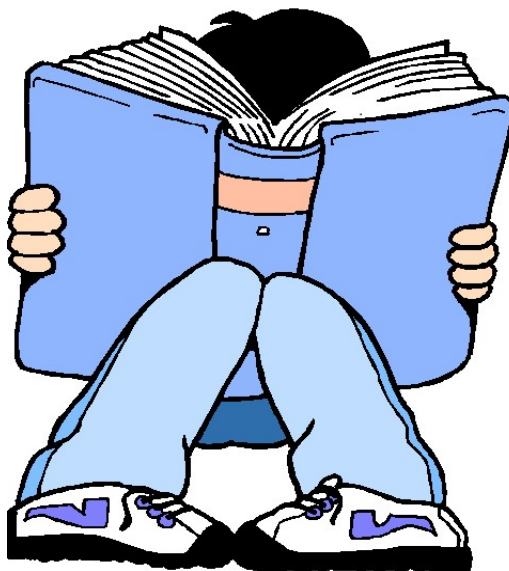
Writing

- To spell some words with 'silent' letters [for example, knight, psalm, solemn].
- To use knowledge of morphology and etymology in spelling.
- To write legibly, fluently and with increasing speed.
- To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- To draft and write narratives by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- To use a range of devices to build cohesion within and across paragraphs.
- To evaluate and edit by assessing the effectiveness of their own and others' writing.
- To proof-read for spelling and punctuation errors.
- To recognise vocabulary and structures that are appropriate for formal speech and writing, To use the perfect form of verbs to mark relationships of time and cause.
- To use expanded noun phrases to convey complicated information concisely.
- To use modal verbs or adverbs to indicate degrees of possibility.
- To perform their own compositions, using appropriate intonation, volume, and movement so that meaning.

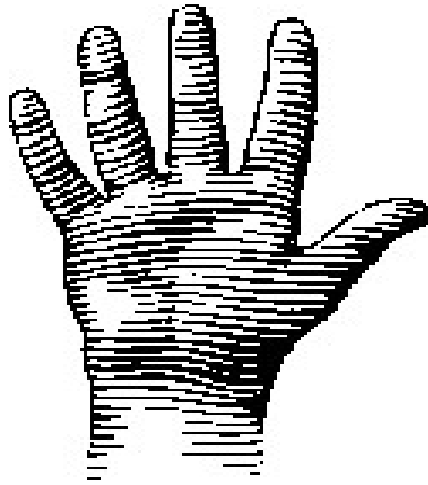
Reading

Reading With Your Child Is Important!

- * Reading with your child is the single most effective thing you can do to help them become confident and successful.
- * Reading is an excellent way to share quality one to one time with your child. It helps build relationships.
- * Reading is a way of sharing your interests, tastes and opinions.
- * Reading develops your child's speaking and listening skills.
- * Reading develops your child's vocabulary and imagination.
- * Reading develops your child's writing.



The Five Finger Test



- ✓ Start reading. When you come to a word that your child can't read, ask them to turn down one finger.
- ✓ If your child still has some fingers up at the end of the page, your child should be able to read the book.

If your child finds a word difficult

- ✓ Ask them to sound the word out to break it down to help
- ✓ Ask them to read the rest of the sentence. Can they work out the word?
- ✓ Can they see any root words, prefixes or suffixes that will help them understand the word and its meaning?

Correcting mistakes

- ✓ Can your child see any familiar words within the word?
- ✓ If the mistake makes sense, let your child continue until the end of the sentence and go back and ask your child "What word is that?"
- ✓ If the mistake does not make sense, allow your child to self-correct and then re-read what has been read and ask, "Does that make sense?"
- ✓ Finally, if the meaning is not clear, look at the word and find similar sounds such as 's' at the beginning and 'ing' at the end.

Questions to ask your child when reading

- * Where does the story take place?
- * When did the story take place?
- * What did s/he/it look like?
- * Who was s/he/it?
- * Where did s/he/it live?
- * Who are the characters in the book?
- * Where in the book would you find...?
- * What happened in the story?
- * Through whose eyes is the story told?
- * Which part of the story best describes the setting?
- * What words and/or phrases do this?
- * What part of the story do you like best?
- * What is your opinion about one of the characters? What evidence do you have to support your view?
- * Using all the evidence available, can you tell me what you feel about the events/ideas themes?
- * How do you feel about...?
- * Can you explain why ...?
- * What do these words mean and why do you think the author chose them?
- * Can you think of another story which has a similar theme; eg. good over evil?
- * Do you know of another story which deals with the same issues; eg. moral; cultural?
- * Do you know any other stories which have openings/endings like this?



Recommended Reads – Year 5

Picture Books for Older Readers

Maude by Lauren Child

Maude hates to be noticed, unlike the rest of her flamboyant family, but discovers that being invisible is a good thing when her family are eaten by a tiger.



Dunderheads Behind Bars by Paul Fleischman

The Dunderheads get to be extras on the set of a new film, but have to solve a mystery when Spider is wrongly accused of a jewellery theft.

Fantastic Flying Books of Mr Morris Lessmore by William Joyce

Everything in Morris Lessmore's life, including his own story, is scattered to the winds. But the power of the story will save the day.

Black Dog by Levi Pinfold

This is a story about being scared. It is also a story about not being scared. It depends on how you see things.

Children's Fiction

Great Galloon by Tom Banks

Follows the escapades of the crew of the Great Galloon, a floating pirate ship. A rollicking romp with a great cast of often eccentric characters.

Viking Boy by Tony Bradman

A young Viking boy plans to take his revenge on the Wolf Men that raided his home village.



Whale Boy by Nicola Davies

Touching animal tale with a strong environmental message.

Atticus Claw settles a score by Jennifer Gray

The world's greatest reformed cat burglar is back in an adventure that takes him from tea with the Queen to the dungeons of the Tower of London.

The Abominables by Eva Ibbotson

Two young children transport a family of Yetis to England when their guardian can no longer care for them.

Dreadful Dragon by Kaye Umansky

A hopeless wizard decides to conjure up a pet dragon to impress his colleagues. A warm, humorous story with a good range of oddball characters.

Recommended Reads – Year 5

Other Recommended Authors:



- Anthony Horowitz
- Michael Morpurgo
- Phillip Pullman
- Robert Westall
- Michael Morpurgo
- Frank Cottrell Boyce
- J.R.R Tolkien
- Malorie Blackman
- C.S Lewis
- E Nesbitt
- Robert Swindells
- Eva Ibbotson
- Berlie Doherty
- Ted Hughes
- Gillian Cross
- JK Rowling
- Nina Bawden

There are so many to choose from and the list is always changing! There are many lists of recommended reads online e.g. <https://schoolreadinglist.co.uk/reading-lists-for-ks2-school-pupils/suggested-reading-list-for-year-5-pupils-ks2-age-9-10/>

Don't forget, you can also choose from a myriad of books in our own library and at Aldershot Library.

Happy Reading



Handwriting – Letter Formation

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Year 5 Spelling Homework Word List

achieve	language
aggressive	lightning
ancient	muscle
attached	occupy
available	occur
average	persuade
awkward	physical
bargain	queue
bruise	recognise
category	relevant
cemetery	rhyme
competition	rhythm
criticise (critic + ise)	shoulder
curiosity	sincere(ly)
definite	soldier
desperate	stomach
develop	suggest
dictionary	symbol
environment	system
equip (–ped, –ment)	temperature
especially	thorough
familiar	twelfth
forty	variety
harass	vegetable
identity	yacht

Top Ten ways to learn a spelling

1. Break it into sounds e.g.



2. Break it into syllables e.g.



3. Break it into
root words

and affixes e.g.



4. Use a mnemonic e.g.

NECESSARY

One collar and two sleeves



5. Use your knowledge of root words e.g.



MUSIC
MUSICAL
MUSICIAN

6. Use word families e.g. **WOULD, SHOULD, COULD**

7. See words within words e.g. **A friend to the end.**

8. Use spelling rules e.g. **CRY, CRIES**



9. By sight learn the shape of the word e.g.



10. By movement—get used to writing the word with your finger, a pen, in the air