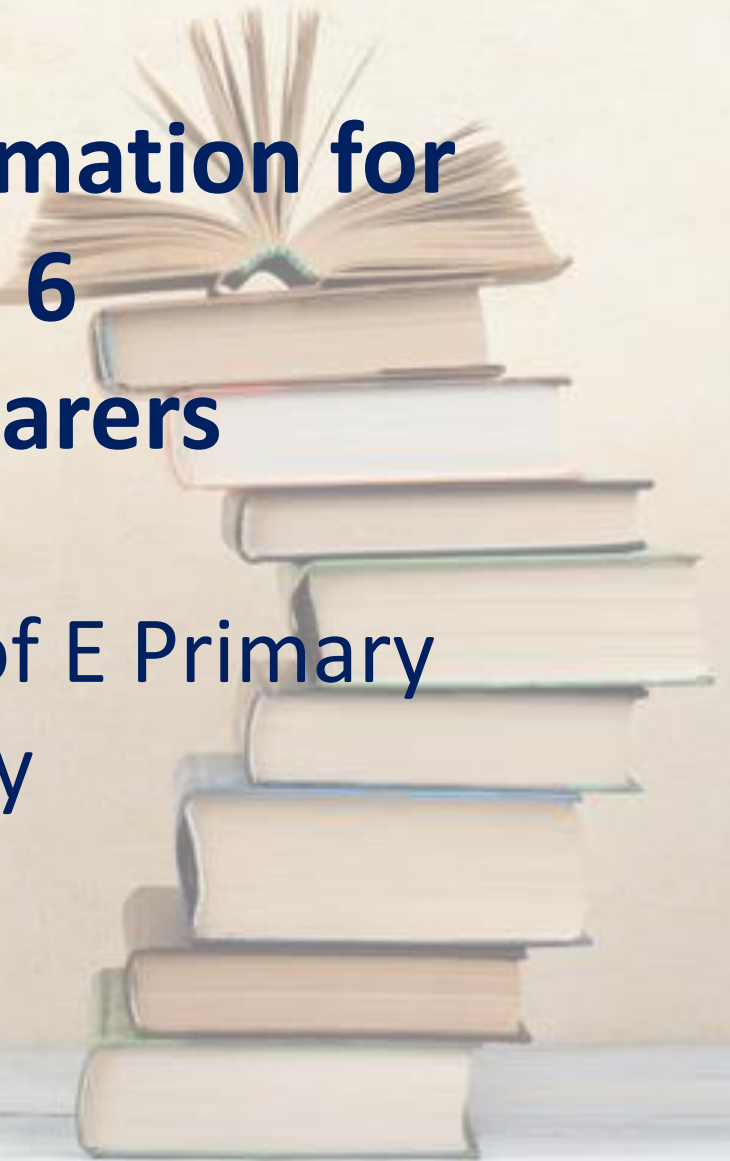


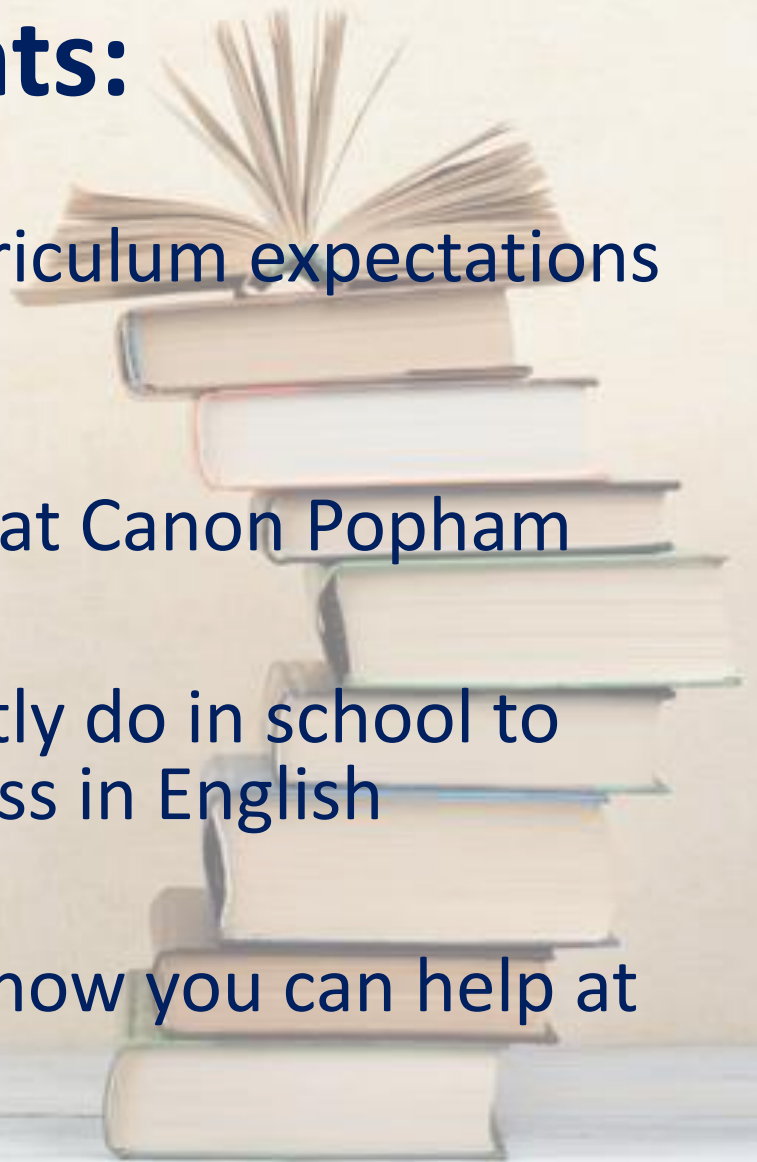
**KS2 English Information for
Year 5 & 6
Parents & Carers**

Canon Popham C of E Primary
Academy



Contents:

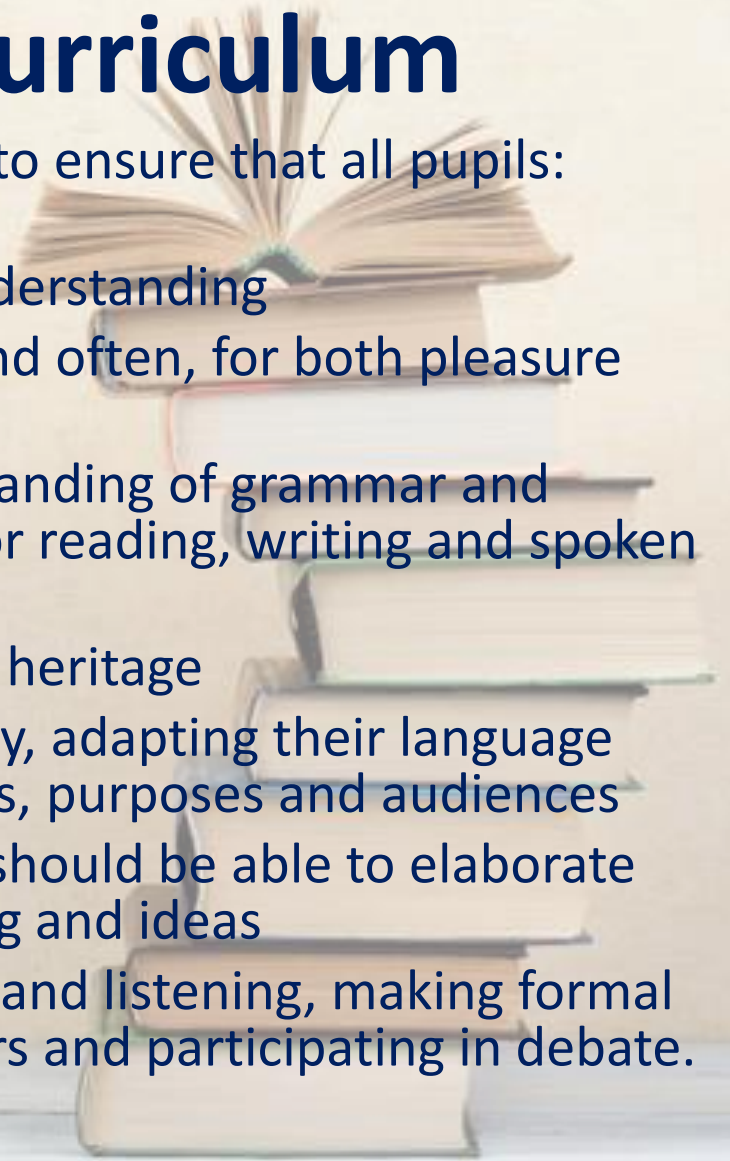
- To review the National Curriculum expectations for English at KS2
- To share the English intent at Canon Popham
- To explore what we currently do in school to support your child's progress in English
- To provide information on how you can help at home



The National Curriculum

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Intent at Canon Popham



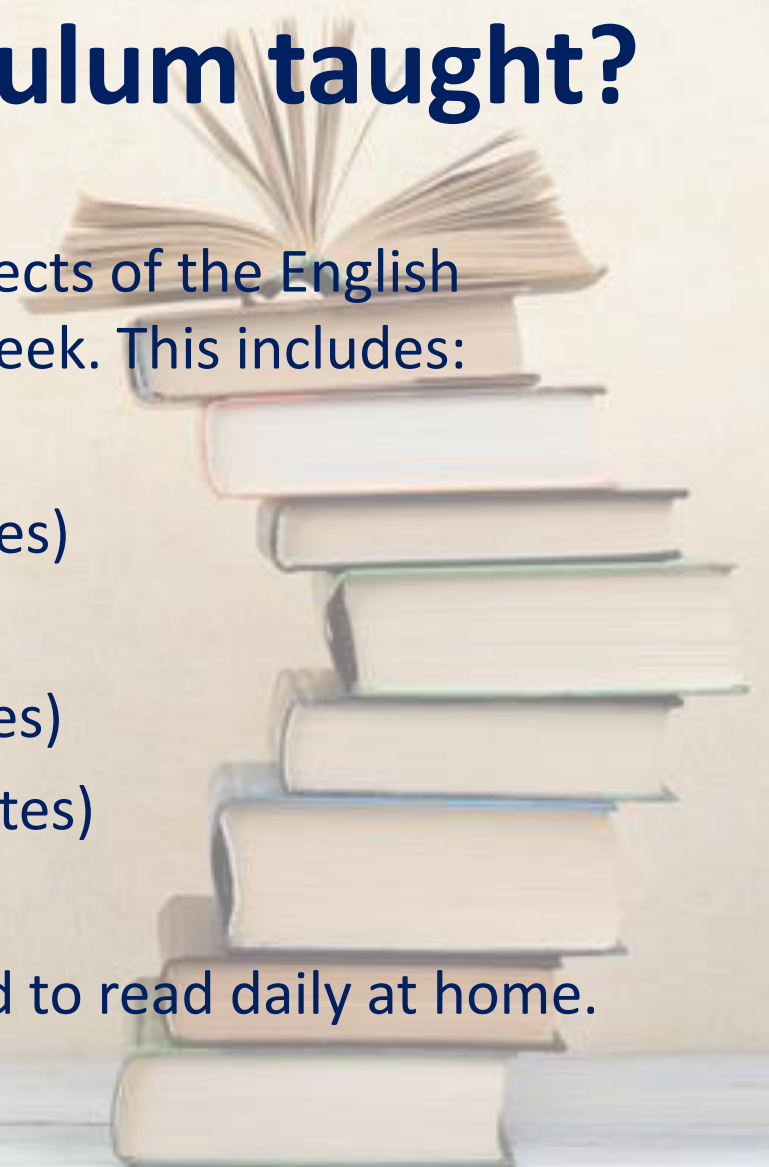
At Canon Popham C of E Primary Academy, English and the teaching of English is the foundation of our curriculum. It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve in the academy and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society. Through our English curriculum they can indeed learn about themselves and to be their best so that pupils are well prepared academically, socially, personally, culturally and spiritually to take advantage of the best that life can offer as they develop into good citizens.

How is our curriculum taught?

Your children are taught various aspects of the English curriculum throughout the school week. This includes:

- A daily spelling session (10 minutes)
- A daily RVI session (10 minutes)
- A daily reading session (30 minutes)
- A daily English lesson (45-60minutes)

In addition to this, they are expected to read daily at home.



Spellings-HeadStart

- Each morning, the children do activities and play spelling games:

Practice Sheet

Name

Date

Term 1 Set 1 Week 1

Spelling patterns -cious, -tious, -cial, -tial, extension, word list

It's a vicious rumour that I wrote my initials on Twigg's book.

Spellings	Write	Write	Cover and write	Cover and write
vicious				
ambitious				
social				
crucial				
partial				
initial				
malicious				
unofficial				
according				
achieve				
				Total /10

1

.....

SPELLING YEAR 5

Activity Sheet

Name

Term 1 Set 1 Week 2

Match the words in the box to the children's definitions.

according achieve aggressive ancient attached available average awkward

Something belonging to the distant past is

"As stated by" is a synonym for.....

..... is another word for embarrassing.

..... is to successfully bring about or reach.

..... often means the most common.

..... means connected to something.

When someone is they are free to do something.

Quarrelsome people are often called

26

.....

SPELLING YEAR 5

RVI- Robust vocabulary instruction

Children are taught new words in context to help them with the Big Read.

New Vocabulary	Meaning in context	Example Sentence
<p>Considerate</p> <p>Word class Spellings Synonym Antonym sentence</p>	<p>Someone who is considerate pays attention to the needs, wishes, or feelings of other people.</p>	<p><i>I think he's the most charming, most considerate man I've ever known.</i></p> <p><i>I've always understood one should try and be considerate of other people.</i></p>
<p>Alpine</p>	<p>Alpine means existing in or relating to mountains, especially the ones in Switzerland.</p>	<p><i>The picturesque alpine villages in Zurich are spectacular.</i></p>
<p>Gestures</p>	<p>A gesture is a movement that you make with a part of your body, especially your hands, to express emotion or information.</p> <p>A gesture is something that you say or do in order to express your attitude or intentions, often something that</p>	<p><i>Sarah made a menacing gesture with her fist.</i></p> <p><i>I wasn't expecting a fortune, just a gesture of goodwill.</i></p>

Reading

ADDING 10 MINUTES A DAY TO A CHILD'S READING MAKES A BIG DIFFERENCE OVER THE YEAR.

A COMPARISON OF YEAR 5 CHILDREN



*Adapted from Adams (2006) with baseline data from Anderson, Wilson & Fielding (1998)

DID YOU NOTICE?

THE MORE MINUTES CHILDREN READ PER DAY, THE MORE FLUENT THEIR READING BECOMES.
FROM 5 MINUTES TO 15 MINUTES PER NIGHT THERE IS AROUND

A 200% INCREASE IN WORD EXPOSURE OVER ONE YEAR!

We use Vipers in our daily reading sessions

- Monday- Vocabulary
- Tuesday- Retrieval
- Wednesday- Inference
- Thursday- Summarise
- Friday- Big Read/Unseen Read



READING VIPERS

V

ocabulary



Find and explain meaning of words in context

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

READING VIPERS

R

etrieve



Retrieve and record information and identify key details.

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is?
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

READING VIPERS

I

nfer



Make and justify inferences using evidence from the text.

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How do the descriptions of show...
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

READING VIPERS

S

ummarise



Summarise the main ideas from more than one paragraph

- Below are some summaries of different paragraphs from the text, number them to show the order in which they appear in the text.
- What is the main message of the text?
- Using information from the whole text, identify which statements are true.
- Which of the following would be the most suitable summary of the whole text?
- Which statement is the best summary for the whole of page...
- Look at the first two paragraphs. Which sentence below best describes the...

Reading examples from SATS

Reading

Example question, based on Text 1 – *Space Tourism*:

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

How would you get from the spacecraft to the space hotel?

1 mark

Reading

Example question, based on Text 1 – *Space Tourism*:

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

How would you get from the spacecraft to the space hotel?

Award 1 mark for answers that refer to floating down the tube (holding the cable).

1 mark

Reading

Example question, based on Text 3 – *The Lost World*:

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

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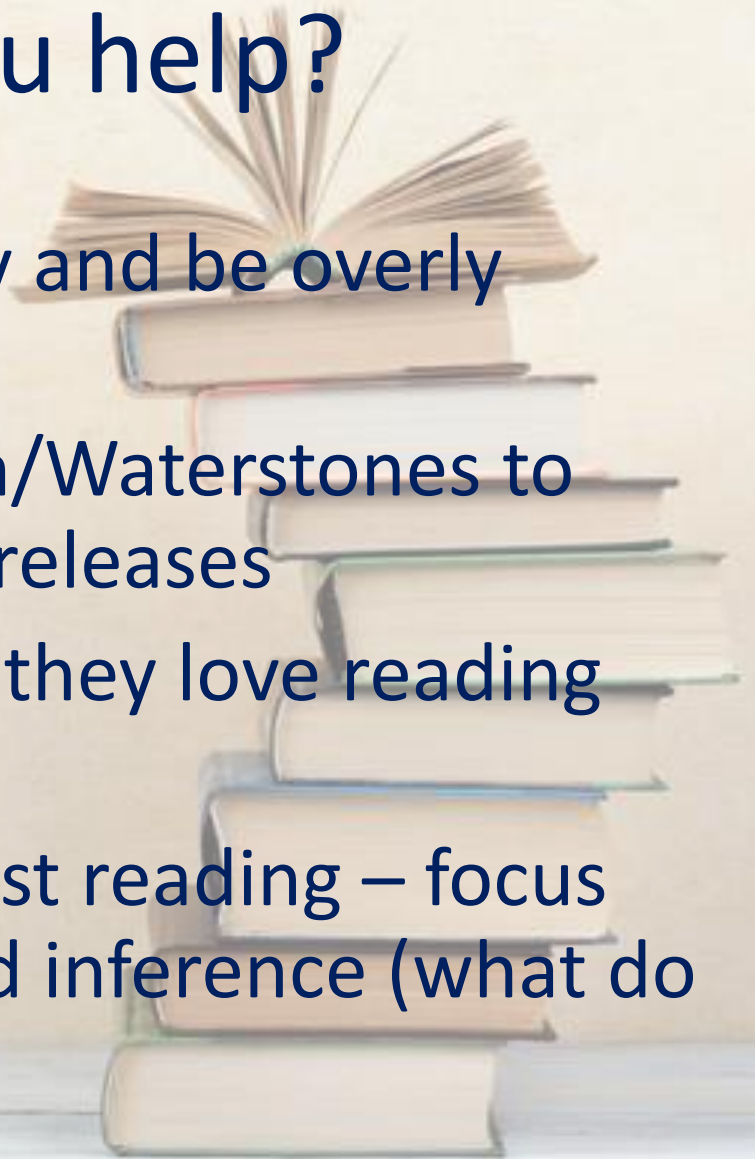
Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

_____ **2 marks**

How can you help?

- Read with your child daily and be overly enthusiastic!
- Visit the library/WHSmith/Waterstones to browse and reserve new releases
- You read the books too – they love reading what the adults read
- Ask lots of questions whilst reading – focus heavily on vocabulary and inference (what do you think and why?)



Handwriting at Canon Popham

A stack of several books is positioned on the right side of the image. The top book is open, with its pages fanned out. The books are stacked on a light-colored wooden surface. The background is a soft, light beige color.

For some it is purely an art form, and the neatness and accuracy of the presentation is the main focus.

For others, it needs to be a functional tool which allows them to put ideas on paper, effortlessly and fast.

Handwriting is a means of communicating to others. It can be very personal, a part of our self-image and an expression of our own personality. Handwriting might be some or all of these things.

Progression in Handwriting (KS2)

Year 3- form and use all 4 basic handwriting joins

- Write legibly

Year 4- as above and...

- Write with consistency in size
- Ensure that down strokes of letters are parallel and equal
- Ensure that writing is sufficiently spaced

Year 5- as above and...

- Write fluently with a joined style
- Write at speed
- Choose when it is appropriate to join or print

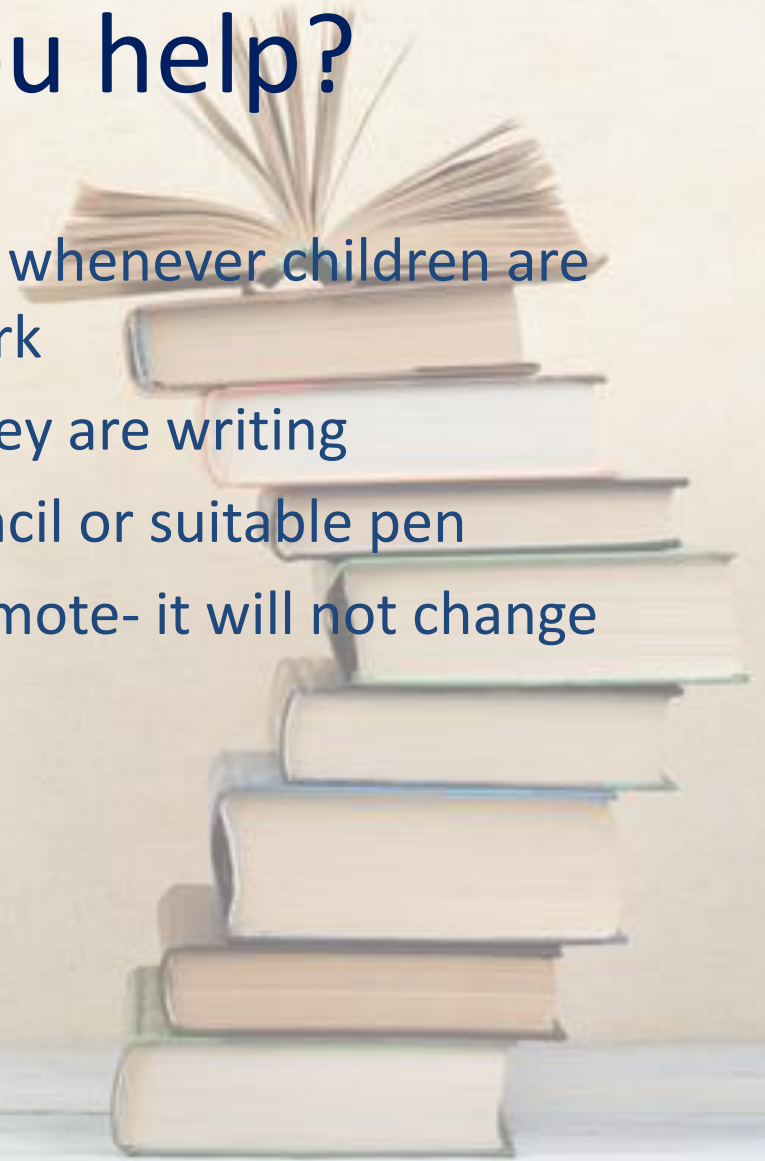
Year 6- as above and...

- Write with increasing speed
- Choose the writing implement that is best suited for a task



How can you help?

- Place importance on handwriting whenever children are writing- not just in their homework
- Encourage good posture when they are writing
- Ensure they are using a sharp pencil or suitable pen
- Most importantly, praise and promote- it will not change overnight!



English Lessons

Our English lessons at Canon Popham focus on a variety of texts and genres from fiction, non-fiction and poetry.

<p>English</p>	<p>Grammar: Review of Y4</p> <ul style="list-style-type: none"> • Word class • Clauses and phrases • Exciting sentences • Review and revision <p>Punctuation:</p> <ul style="list-style-type: none"> • Simple and compound sentence punctuation • Inverted commas <p>Spelling: Y5</p> <ul style="list-style-type: none"> • /shuhs/ spelt with -cious • /shuhs/ spelt with -tious or -ious • short vowel sound /i/ spelt with y • long vowel sound /i/ spelt with y 	<p>Grammar:</p> <ul style="list-style-type: none"> • Conjunctions • Prepositions • Exciting sentences • Review and revision • Fronted adverbials • Expanded noun phrases <p>Punctuation:</p> <ul style="list-style-type: none"> • Use of commas • Listing and separating clauses <p>Spelling: Y5</p> <ul style="list-style-type: none"> • Words with 'silent' letters • Modal verbs • Words ending in 'ment' • Adverbs of possibility and frequency 	<p>Grammar:</p> <ul style="list-style-type: none"> • Coordination and Subordination • Noun phrases • Exciting sentences <p>Punctuation:</p> <ul style="list-style-type: none"> • Parenthesis • Brackets and dashes • Apostrophes - omission and possession <p>Spelling: Y5</p> <ul style="list-style-type: none"> • Creating nouns using -ity suffix • Creating nouns using -ness suffix • Creating nouns using -kin suffix 	<p>Grammar:</p> <ul style="list-style-type: none"> • Verb tenses • Exciting sentences • Review and revision <p>Punctuation:</p> <ul style="list-style-type: none"> • Inverted commas <p>Spelling: Y5</p> <ul style="list-style-type: none"> • /or/ sound spelt 'or' • /or/ sound spelt 'au' • the suffix -ate • the suffix -ise • the suffix -ify • the suffix -en • REVIEW <p>Writing genre/text: <u>Non fiction</u></p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Standard and non-standard English • Paragraphs and layout • Exciting sentences <p>Punctuation:</p> <ul style="list-style-type: none"> • Review and revision <p>Spelling: Y5</p> <ul style="list-style-type: none"> • 'ough' • Adverbials of time • Adverbials of place • /ear/ sound spelt 'ere' • Statutory Spelling Challenge Words • REVIEW <p>Writing genre/text: <u>Fiction</u></p> <p>Stories from other</p>	<p>Grammar:</p> <ul style="list-style-type: none"> • Revision / Mastery of • Year 5 grammar <p>Punctuation:</p> <ul style="list-style-type: none"> • Revision / Mastery of • Year 5 punctuation <p>Spelling: Y5</p> <ul style="list-style-type: none"> • Unstressed vowels in polysyllabic words • prefixes de- and re- • prefix over- • suffix -ful • suffix -ive • suffix -al • REVIEW <p>Writing genre/text: <u>Fiction</u></p> <p>Fantasy Stories Clockwork (book unit)</p>
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<p>Grammar</p> <p>Word types revision</p> <p>Clauses & phrases</p> <p>Gap teach from Y6 SATS paper</p> <p>Punctuation</p> <p>Sentence punctuation & structure</p> <p>Commas</p> <p>Gap teach from Y6 SATS paper</p> <p>Spelling - TERM 1, Set 1,2 and 3</p> <p>Cious/tious, cial/tial</p> <p>Statutory spellings</p> <p>Reading</p> <p>RVI specific to text</p> <p>Reading texts linked to curriculum subjects</p>	<p>Grammar</p> <p>Linking ideas- conjunctions</p> <p>Linking paragraphs- adverbials</p> <p>tenses</p> <p>Gap teach from Y6 SATS paper</p> <p>Punctuation</p> <p>Brackets & dashes</p> <p>Spelling - TERM 1, Set 1,2 and 3</p> <p>Ant/ance/ancy</p> <p>Ent/ence/ency</p> <p>Statutory spellings</p> <p>Reading</p> <p>RVI specific to text</p> <p>Reading texts linked to curriculum subjects</p> <p>STREET CHILD whole text</p>	<p>Grammar</p> <p>Writing style- formal/informal</p> <p>Paragraphs and layout</p> <p>Punctuation</p> <p>Apostrophes</p> <p>Inverted commas</p> <p>Colons/semi colons</p> <p>Spelling</p> <p>TERM 2, Set 1, 2 and 3</p> <p>Able/ably</p> <p>Ible</p> <p>Statutory spellings</p> <p>Reading</p> <p>RVI specific to text</p> <p>Reading texts linked to curriculum subjects</p> <p>Writing - Multimedia text</p>	<p>Grammar</p> <p>Gap teach from Y6 SATS paper</p> <p>Punctuation</p> <p>Gap teach from Y6 SATS paper</p> <p>Spelling</p> <p>TERM 2, Set 1, 2 and 3</p> <p>Ei and ie</p> <p>Ough</p> <p>Silent letters</p> <p>Statutory spellings</p> <p>Reading</p> <p>RVI specific to text</p> <p>Reading texts linked to curriculum subjects</p> <p>Writing</p> <p>Whole text - HOLES</p>	<p>Grammar</p> <p>Gap teach from Y6 SATS paper</p> <p>Punctuation</p> <p>Gap teach from Y6 SATS paper</p> <p>Spelling</p> <p>TERM 3, Set 1</p> <p>Homophones and near-homophones</p> <p>Statutory spellings</p> <p>Reading</p> <p>RVI specific to text</p> <p>Reading texts linked to curriculum subjects</p> <p>Writing - multimedia text</p> <p>Alma</p> <p>Writing linked to Ancient Greeks</p>	<p>Grammar</p> <p>Punctuation</p> <p>Spelling</p> <p>Synonyms & antonyms</p> <p>Writing genre/text</p> <p>Reading</p> <p>RVI specific to text</p> <p>Reading texts linked to curriculum subjects</p> <p>Writing</p> <p>STREET CHILD</p> <p>Diary</p> <p>Settings</p> <p>Dialogue</p> <p>Narratives</p>
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<https://www.youtube.com/watch?v=6HfBbSUORvo#action=share>

**An example of a
film used to inspire
writing:**



What should they have achieved by the end of KS2?

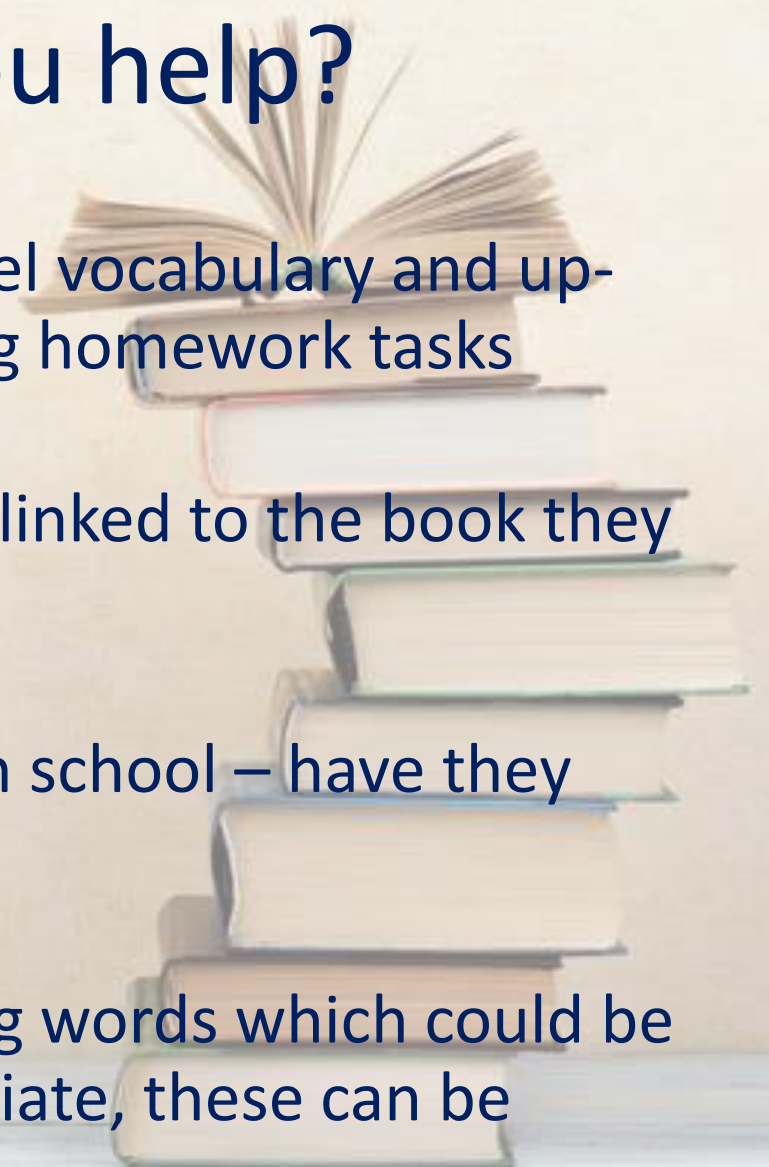
Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

How can you help?

- Encourage the use of high level vocabulary and up-leveiling sentence work during homework tasks
- Do some short writing pieces linked to the book they are reading
- Ask about *WOW* word walls in school – have they added any new words today?
- Write in diaries any interesting words which could be used in class – where appropriate, these can be discussed!



Finally...

- As always, we have an open door policy at school – please let us know if you have any queries or concerns

