

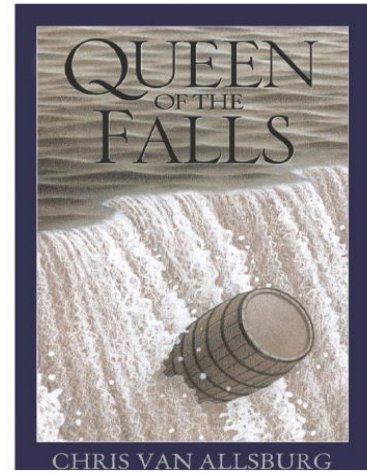


Helsby Hillside Primary School – English Y5 Autumn 1 - Key Learning Overview

Queen of the falls by Chris Van Allsburg

Vocabulary development:

restless	remarkable adjusted	rapids
discombobulation	waterfall	locomotive
spectators	fearless	outstretched
handkerchief	visible	barrel
cascading	lecture halls	
plunge	currents	
pounding	downriver	
hypnotised	shoreline	
survive	widow	



	Children will be able to:
Speaking and listening	<p>Articulate and justify answers</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints</p>
Reading	<p>Draw inferences (characters feelings, thoughts and motives); justify with evidence</p> <p>Predict from details stated and implied</p> <p>Summarise main ideas, identifying key details</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Evaluate authors' language choice</p> <p>Distinguish between fact and opinion</p> <p>Participate in discussion about books</p> <p>Explain and discuss understanding of reading</p> <p>Provide reasoned justifications for views</p>
Writing	<p>Use fronted adverbials</p> <p>Plan writing by identifying audience and purpose</p> <p>Organise paragraphs around a theme</p> <p>Commas after fronted adverbials</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p>
Spelling	<p>As well as revising and consolidating previous spelling rules, by the end of the year, pupils in Y5 will/Will be able to:</p> <p>Use and spell words with the ending –cious and –tious (eg vicious and ambitious)</p>

	<p>Use and spell words with the appropriate endings –cial and –tial (eg official and essential)</p> <p>Use the appropriate word endings -ant, -ance, -ancy, -ent, -ence/-ency (eg. observant, tolerance, innocent, innocence, decent and decency)</p> <p>Be able to use and spell words with the endings ible/able and ably/ibly (eg. adorable/adorably and possible/possibly etc)</p> <p>Add suffixes beginning with vowel letters to words ending in –fer Eg referring, referred, reference)</p> <p>Use the hyphen correctly to join a prefix to a root word (eg Co-operate, re-enter etc)</p> <p>Be able to use and apply the spelling rule ‘l before e except after c’ (eg ceiling deceive etc)</p> <p>Be able to spell words with the letter string –ough (eg. bought, cough and plough etc)</p> <p>Be able to spell words with ‘silent’ letters (eg. comb, doubt, knight etc)</p> <p>Be able to spell and identify common homophones and other words that are often confused (eg, aisle/isle and allowed/aloud)</p>
Handwriting	<p>By the end of the year pupils will/Will be able to:</p> <p>Refine fluent joined handwriting and be able to write with increasing speed</p>
Writing Outcome	<p>Recount: series of diary entries</p> <p>Greater Depth - Series of diary entries with viewpoint of other characters</p>