



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

Arthur and the Golden Rope by Joe Todd-Stanton

Vocabulary development:

elements	ravines
mighty	molten
bounded	embers
gravely	townsfolk
ravaged	meddler
realms	fjord
peril	warrior
endurance	cauldron
fruitful	talon
valiant	



	Children will be able to:
Speaking and listening	<ul style="list-style-type: none"> Listen and respond Ask relevant questions Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently Participate in discussions, presentations, performances, role play, improvisations and debates
Reading	<ul style="list-style-type: none"> Identify and discuss themes and conventions Make comparisons within and across texts Learn poetry by heart Check sense, discuss understanding and explore meaning of words in context Ask questions to improve understanding Draw inferences (characters' feelings, thoughts and motives); justify with evidence Summarise main ideas, identifying key details Retrieve, record and present information from non-fiction Explain and discuss understanding of reading
Writing	<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Link ideas across paragraphs using adverbials Use commas to clarify meaning or avoid ambiguity in writing

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>Fiction: myth Create heroes, villains and monsters</p> <p>Greater Depth - Vary the viewpoint from which the myth is told</p>