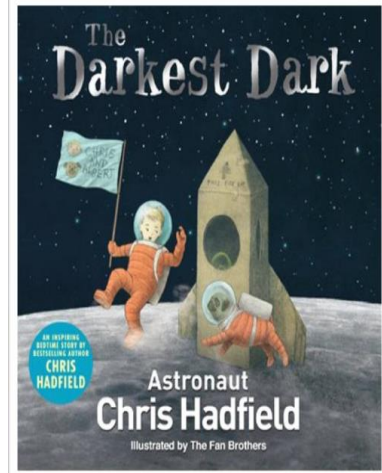


Helsby Hillside Primary School – English Y5 Spring 2 - Key Learning Overview

The Darkest Dark by Chris Hadfield

Vocabulary development:

declared	astronaut
depended	gravity
gathered	lunar
experiment	atmosphere
darkness	universe
explore	galaxy
exploration	spherical
resilient	moonless
aspiration	orbited
impossible	military



	Children will be able to:
Speaking and listening	Build vocabulary Articulate and justify answers Maintain attention and participate actively in collaborative conversations Speak audibly and fluently Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Select and use appropriate registers for communication
Reading	Identify and discuss themes and conventions Check sense, discuss understanding and explore meaning of words in context Draw inferences (characters' feelings, thoughts and motives); justify with evidence Predict from details stated and implied Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning Evaluate authors' language choice Distinguish between fact and opinion Retrieve, record and present information from non-fiction
Writing	Variety of verb forms used correctly and consistently including the present perfect Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions Link ideas across paragraphs using adverbials Link ideas using tense choices

	Use brackets, dashes or commas to indicate parenthesis
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: biography</p> <p>Greater Depth - A first-person recount with an experience from the person’s life within the biography</p>