

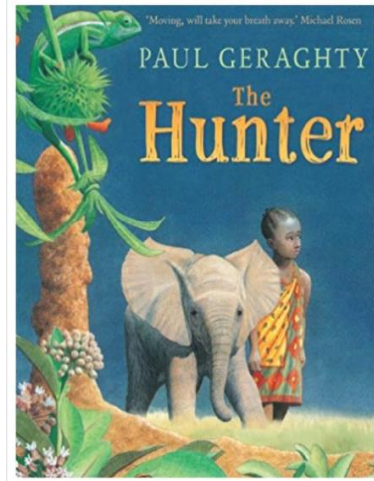


Helsby Hillside Primary School – English Y5 Summer 2 - Key Learning Overview

The Hunter by Paul Geraghty

Vocabulary development:

| | |
|----------|----------------|
| mighty | the bush |
| tracked | pride of lions |
| stalked | honey birds |
| tugged | a clearing |
| mournful | herd |
| endless | acacia |
| rasping | horizon |
| nuzzled | poachers |
| blazing | tusks |
| whimper | |



| | Children will be able to: |
|------------------------|---|
| Speaking and listening | <p>Listen and respond</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Maintain attention and participate actively in collaborative conversations</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Consider and evaluate different viewpoints</p> |
| Reading | <p>Make comparisons within and across books</p> <p>Check sense, discuss understanding and explore meaning of words in context</p> <p>Draw inferences (characters' feelings, thoughts and motives); justify with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Evaluate authors' language choice</p> <p>Participate in discussion about books</p> <p>Provide reasoned justifications for views</p> |
| Writing | <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Use adverbs to indicate degrees of possibility</p> <p>Use a wider range of devices to build cohesion across paragraphs</p> <p>Link ideas using tense choices</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>Fiction: adventure story</p> <p>Greater Depth - Write a leaflet/ letter to a film director explaining why ‘The Hunter’ should be made into a film</p> |