

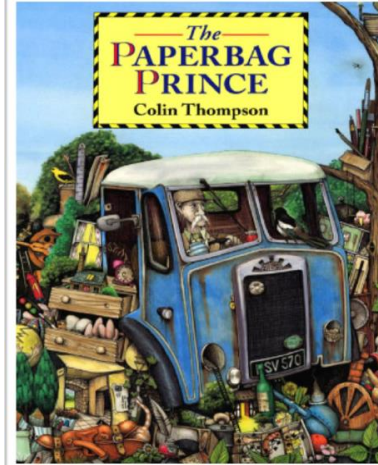


## Helsby Hillside Primary School – English Y5 Summer 1 - Key Learning Overview

### The Paperbag Prince by Colin Thompson

#### Vocabulary development:

vanished	refrigerators
emerged	carriage
gathered	steam engine
jammed	council
thunder	rubbish dump
managed	store
scavenge	machine
responsible	brambles
attention	paradise
poison	



	Children will be able to:
Speaking and listening	<p>Listen and respond</p> <p>Build vocabulary</p> <p>Articulate and justify answers</p> <p>Give well-structured descriptions, explanations and narratives</p> <p>Maintain attention and participate actively in collaborative conversations</p> <p>Speak audibly and fluently</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Select and use appropriate registers for communication</p>
Reading	<p>Make comparisons within and across texts</p> <p>Check sense, discuss understanding and explore meaning of words in context</p> <p>Ask questions to improve understanding</p> <p>Predict from details stated and implied</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Distinguish between fact and opinion</p> <p>Retrieve, record and present information</p> <p>Explain and discuss understanding of reading</p> <p>Provide reasoned justifications for views</p>
Writing	<p>Use modal verbs to indicate degrees of possibility</p> <p>Use devices to build cohesion within a paragraph</p> <p>Choose the appropriate register</p> <p>Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>

<b>Spelling</b>	<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>
<b>Handwriting</b>	<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>
<b>Writing Outcome</b>	<p>Persuasion/ information: hybrid leaflet</p> <p>Greater Depth - Write an oral presentation for a TV or radio broadcast as expert</p>