

English Attainment Statements

English Aspect: Speaking and listening	Ongoing throughout the year
Pupils:	
listen and respond appropriately to adults and their peers.	
ask relevant questions to extend their understanding and knowledge.	
use relevant strategies to build their vocabulary.	
articulate and justify answers, arguments and opinions.	
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	
speak audibly and fluently with an increasing command of Standard English.	
participate in discussions, presentations, performances, role play, improvisations and debates.	
gain, maintain and monitor the interest of the listener(s).	
consider and evaluate different viewpoints, attending to and building on the contributions of others.	
select and use appropriate registers for effective communication.	

English Aspect: Reading - Word Reading	Ongoing throughout the year
Pupils:	
apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	

English Aspect: Reading Comprehension and Enjoyment	Ongoing throughout the year
Pupils maintain positive attitudes to reading and understanding of what they read by:	
continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
reading books that are structured in different ways and reading for a range of purposes.	
increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
recommending books that they have read to their peers, giving reasons for their choices.	
identifying and discussing themes and conventions in and across a wide range of writing.	
making comparisons within and across books.	
learning a wider range of poetry by heart.	
preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	
Pupils understand what they read by:	
checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	
asking questions to improve their understanding.	
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
predicting what might happen from details stated and implied.	
summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	
identifying how language, structure and presentation contribute to meaning.	
discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	
distinguish between statements of fact and opinion.	
retrieve, record and present information from non-fiction.	
participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	
explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	
provide reasoned justifications for their views.	

Writing genres Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction - Traditional Stories from other cultures <ul style="list-style-type: none"> Quest stories Recount (diary entry) Persuasion (letter) 	Non-fiction Finding the Boy King Tutankhamun <ul style="list-style-type: none"> Recount (extended diary entry) Non-chronological report Persuasion (advert/brochure) 	Poetry with attitude <ul style="list-style-type: none"> Free verse kenning alliteration rhyme metaphor Persuasive (promotional poster) 	Classic Literature - The Lion, The Witch And The Wardrobe By C.S. Lewis <ul style="list-style-type: none"> Recount (diary entry) Description Play script Persuasion (letter) Non-chronological report 	Legend: Beowulf <ul style="list-style-type: none"> Story - legend Description Fact file Recount (newspaper report) Poem (kenning) 	Modern Fiction - White Dolphin by Gill Lewis <ul style="list-style-type: none"> Recount (diary entry, biography) Non-chronological report Extended story Persuasion (letter)
Children learn the characteristic language features and structures of different text types, and to apply them in their own writing. Their writing is clearly informed by audience and purpose. Children can apply their skills across a range of contexts in different forms.					

English Aspect: Writing - transcription - Spelling				Autumn	Spring	Summer
Pupils:						
Spell words with endings which sound like /jəs/ spelt -cious or -tious Examples: vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious						
Spell words with endings which sound like /jəl/ -cial Examples: official, special, artificial, partial, confidential, essential Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance, commerce</i> and <i>province</i>).						
Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency Examples: observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence.						
Spell words ending in -able and -ible Words ending in -ably and -ibly Examples: adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly.						
Add suffixes beginning with vowel letters to words ending in -fer Examples: referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference .						
Use the hyphen , Examples: co-ordinate, re-enter, co-operate, co-own .						
use dictionaries to check the spelling and meaning of words.						
use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.						
use a thesaurus.						
Spell the following words:						
achieve	amateur	ancient	apparent	available	average	
awkward	bargain	bruise	category	cemetery	competition	
conscience	conscious	convenience	desperate	determined	develop	
dictionary	disastrous	environment	equip (-ped)	equipment	especially	
excellent	explanation	familiar	foreign	forty	frequently	
government	hindrance	interfere	interrupt	language	marvellous	
mischievous	muscle	necessary	neighbour	nuisance	opportunity	
physical	privilege	profession	pronunciation	recognise	relevant	
restaurant	rhyme	rhythm	shoulder	signature	sincere	
sincerely	soldier	sufficient	temperature	variety	vegetable	

English Aspect: Writing - transcription - Handwriting	Ongoing throughout the year
Pupils:	
use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	
increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	
choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.	
choose the writing implement that is best suited for a task.	

English Aspect: Writing - Composition	Ongoing throughout the year
Pupils plan their writing by:	
identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	
noting and developing initial ideas, drawing on reading and research where necessary.	
in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
Pupils draft and write by:	
selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	
in narratives, describing settings, characters and atmosphere and integrating.	
dialogue to convey character and advance the action.	
precising longer passages.	
using a wide range of devices to build cohesion within and across paragraphs.	
using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].	
Pupils evaluate and edit by:	
assessing the effectiveness of their own and others' writing .	
proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	
ensuring the consistent and correct use of tense throughout a piece of writing.	
ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	
proof-read for spelling and punctuation errors.	
perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

English Aspect: Writing - vocabulary, grammar and punctuation	Ongoing throughout the year
Pupils:	
Word:	
Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>]	
Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]	
Sentence:	
Identify and use relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun	
Ensure that, in using pronouns, it is clear to what or whom they refer.	
use expanded noun phrases to convey complicated information concisely.	
Become aware of conditionals through:	
<ul style="list-style-type: none"> Using reading to investigate conditionals, e.g. using <i>if...then</i>, <i>might</i>, <i>could</i>, <i>would</i>, and their uses, e.g. in deduction, speculation, supposition. Using these forms to construct sentences which express, e.g. possibilities, hypotheses. Exploring the use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past), reviewing a range of options and their outcomes (future). 	
Indicate degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>].	
Text:	
Use devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>].	
Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before].	
Punctuation:	
Identify and use brackets, dashes or commas to indicate parenthesis	
Identify and use commas to clarify meaning or avoid ambiguity.	
Use further punctuation marks: colon, semi-colon, dashes, brackets.	
Use punctuation marks accurately in complex sentences.	
Terminology for pupils: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	

Examples of pupil writing - year 5

The class studied Ancient Egypt in History lessons. As part of this topic, pupils learnt about the ancient practice of mummification. Pupils were asked to write instructions on *How To Make A Mummy*. Pupil E initially planned the writing using brief notes and used these to structure the composition. A word list was available for topic specific words. The writing is independent with the pupil making changes during the writing process.

How to make a mummy

Brain

Ingredients

1. Linen/Bandages,
2. Dead body

Equipment

1. machete,
2. amulets,
3. long metal hook,
4. sarcophagus,
5. conopic jars,
6. resin,
7. mummy case,
8. knife,
9. salt.

Lungs

Stomach

1. Take a metal hook and stick it up the mummy's nose seven times then throw it away in the sea bin.
2. ~~Remove~~ Take a big fat knife and cut a deep deep hole on the left and don't forget to not splatter blood everywhere. But but put the organs in the right jar, and don't forget the heart conopic jar.
3. Fill the body with big bags of salt it might go a bit salt then the body will keep the salt in for 40 days. Then take out the natron (salt) be careful the body might be stober-destate.
4. Stuff the dead man with with linen. Cover the man's with resin make sure you walk for it to dry, this might be horrid work!
5. Now nearly done now rap the dead man in linen make sure you rap every single bit of the body. Then place your amulets on the body then put another layer on the body.
6. Place the mask over the head and put the mummy in its case be careful don't climb in there ~~with~~ ^{put} the mummy into its ~~case~~ ^{not your mummy then} put a lid on it.

The class studied Ancient Egypt in History lessons. As part of this topic, pupils learnt about how Howard Carter discovered the tomb of Tutankhamun. Pupils were asked to write a newspaper report on the discovery. The writing is independent with the pupil making changes during the writing process and with teacher prompting.

Guess What!

Tutankhamun was finally found after 3000 years by an archaeologist called Howard Carter. Lord Carnarvon paid Howard Carter. It was found in the Valley of the Kings.

This is how Tutankhamun was found. One day a little boy who was digging for water but instead found one step then he ran up and said "Howard Carter, I found a step!" Then Howard Carter rushed over and then discovered 12 other steps but then ~~he went~~ ^{he} the steps up so that Howard Carter could get Lord Carnarvon.

It took two weeks for Lord Carnarvon to come but then they found a door made out of gold. As they went further and further in they found another door. He made a hole in the door and to see if there is any gas, Howard Carter wasn't allowed to go in any more further. Howard Carter ~~wasn't~~ still went in and then said two statues of Tutankhamun and it revealed his tomb and all of his precious jewels.



Howard Carter (left) and his patron, Lord Carnarvon, pictured as they were about to enter the burial chamber

The class studied Ancient Egypt in History lessons. As part of this topic, pupils engaged in research about the first settlers in the Nile Valley and their customs and beliefs. Pupils were asked to write an information report to inform readers about different aspects of Egyptian civilisation. The pupil draws on notes made to inform independent writing.

The First Settlers

The first settlers appeared in 7500 BCE. They settled in to Nile Valley. At this time Egypt was alot wetter than it is now. They survived eating plants, animals (in which they hunted) and drinking from the river Nile. The settlers moved closer to the banks of the river to grow crops.

Hieroglyphics

The first Egyptian kings needed to keep in touch by letter. So they had hieroglyphics – a language of symbols. Now they could keep in touch writing with crushed berries, mud and water. They wrote on papyrus plants made in to a scroll.

The Egyptian states

King Narmer ruled over the upper and lower parts of egypt. He built a big city called Memphis and made it the capital of egypt. King Narmer began the era of dynasties.

The First Pyramid

The first pyramid was built in Saqqara in 2950 BCE. It was built out of sandstone and lime stone for Pharaoh Djoser. The egyptians believed that if pharaohs' body was buried in pyramid, they would go to the afterlife and make it!

The Giza Pyramid

The Giza Pyramid was build in 2555 BCE for the kings khufu, khafre and Menkaure.

Pupils studied the teachingToolkits unit on Traditional Tales. They explored the characteristics and traits of different characters featured in the story *The Purple Lady* by Jamila Gavin. Pupils were asked to select two contrasting characters and create a character profile for each one. Prior to writing, the teacher supported pupils to deepen their understanding of how imagery supports visualisation using examples from the text. Pupils retrieved key information about the characters to incorporate in their writing. Pupils were asked to write the profiles using the present tense rather than the past tense.

Leyla

Leyla is a very kind girl who has a cat called Miskouri who is a tabby cat. Leyla was kidnapped by the purple lady. She has a brother called Abu who goes on a quest to look for her. She is one of the most loved girls in the neiboughood. She never argues with her parents or says nasty things to her friends. She has hair like horse chestnut and lovely bronze skin and beautifull eyes. They are as dark as midnight stars. Everyone wants to be her daughter, their sister and their wife. Leyla is a really considerate girl. She is very beautifull. Leylas cat is very Loyal to her and Leyla loves Miskouri.

Purple Lady

She is a mystiries figure with a devils heart. She has blazing red eyes that can burn you to stone. No one looks at her face because they are scared they'll be haunted. She floats around like a ghost in her plum coloured cloak. Her dogs act like body gards and don't let anyone pass. People are scared to go near them because they are blood firsty for meat. No one has ever seen her face because its covered with her cloak.

People quiver at the sight of her as she walks to her house. She acts like she has a secret burned to her eyes. She glides with no feet on the ground. Birds flea in her presents. People flea when she comes.