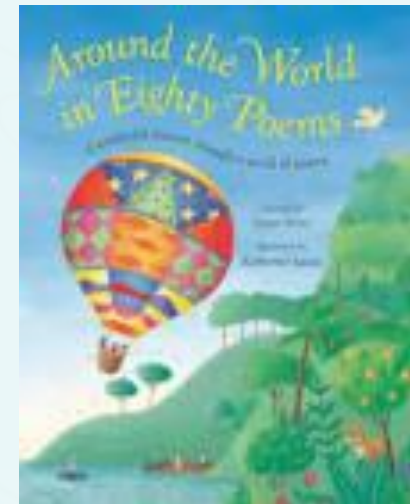
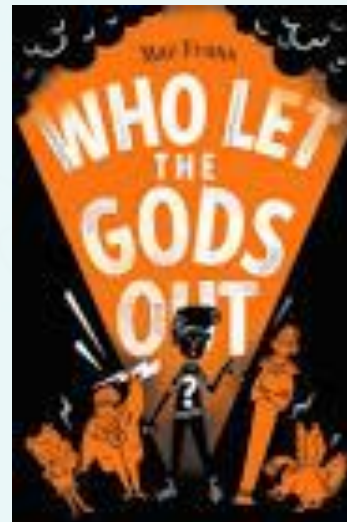
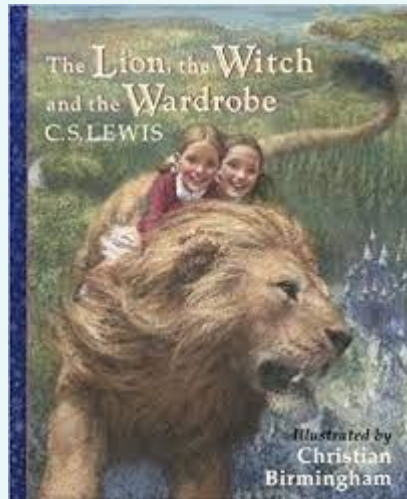
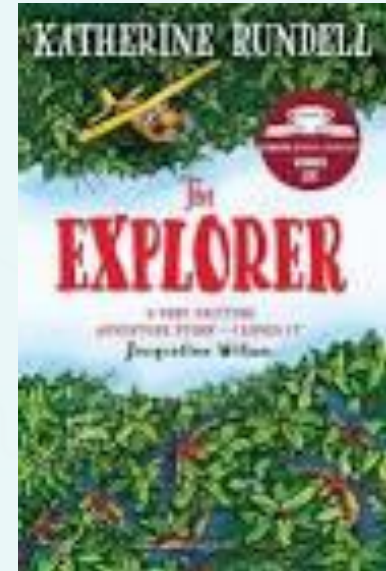
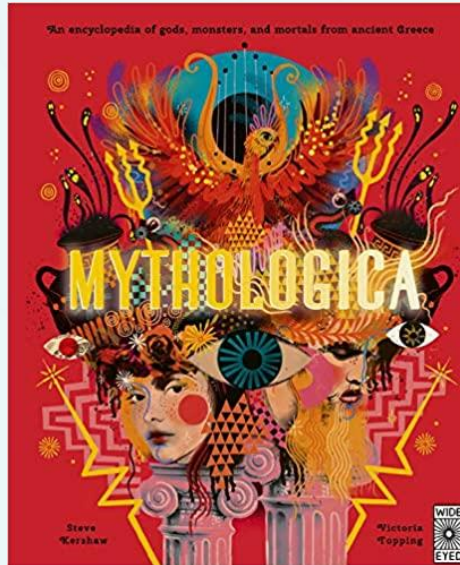


Year 5 Class Texts



Reading

- Encourage children to read for 20 minutes a day within their ZPD
- Encourage reading a wide range of texts
- Use questions to help them improve their inference and ability to understand unfamiliar words in context

Guided Reading Question Stems

Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.



Infer

Make inferences from the text.



Predict

Predict what you think will happen based on the information that you have been given.



Explain

Explain your preferences, thoughts and opinions about the text.



Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.



Sequence

Sequence the key events in the story.



Example questions

- What does the word mean in this sentence?
- Find and copy a word, which means
- What does this word or phrase tell you about.....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/ mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think is repeated in this section?

Example questions

- Why was..... feeling.....?
- Why did happen?
- Why did say
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does make you feel?

Example questions

- Look at the book cover/blurb - what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?

Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?

Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did happen?
- How did?
- How many.....?
- What happened to.....?

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Writing

- Children will have opportunities to re-draft and edit work
- We encourage them to become more independent and think of ways to improve for themselves
- Grammar lessons every week to help imbed skills
- Spelling rules (Spelling Frame)
- Joined handwriting encouraged

Quick reference of minimum expectations by year group

Year 1

Regular **plural noun suffixes** –s or –es

Suffixes that can be added to **verbs**

How the **prefix** un- changes the meaning of **verbs** and **adjectives**

How words can combine to make sentences

Joining words and joining sentences using *and* Separation of words with spaces

Capital letters, full stops, question marks to demarcate sentences

Capital letters for names and for the personal pronoun

Year 4

Plural and **possessive** –s

Standard English forms for **verb inflections** instead of local spoken forms

Appropriate choice of **pronoun** or **noun** within a **sentence**

Fronted adverbials

Inverted commas to **punctuate** direct speech

Apostrophes to mark **singular and plural possession**

Year 2

Formation of **nouns** using **suffixes**–ness, -er

Formation of **adjectives** using **suffixes** –ful, -less

Use the **suffixes** –er and -est to form comparisons of **adjectives** and **adverbs**

Subordination (when, if, that or because) and **coordination** (or, and, or but)

Expanded **noun phrases**

Statements, question, exclamation, and commands

Capital letters, full stops, question marks and exclamation marks

Commas to separate items in a list

Apostrophes to mark contracted spellings

Year 5

Converting **nouns** or **adjectives** into **verbs** using **suffixes**

Verb prefixes (e.g. *dis-*, *de-*, *mis-*, *over-*, and *re-*)

Relative clauses beginning with *who*, *which*, *where*, *why*, *whose*, *that*, or an omitted pronoun

Indicating degrees of possibility using **modal verbs** or adverbs

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Year 3

Formation of **nouns** using a range of **prefixes**, such as *super-*, *anti-*, *auto-*

Use the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel**

Word families based on common words

Conjunctions (e.g. *when*, *so*, *before*, *after*, *while*, *because*)

Adverbs (e.g. *then*, *next*, *soon*, *therefore*)

Prepositions (e.g. *before*, *after*, *during*, *in* *because of*)

The introduction of the **present perfect** form of **verbs** instead of the simple past

Introduction to inverted commas to **punctuate** direct speech

Year 6

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

Use of the **passive voice** to affect the presentation of information in a **sentence**

Expanded **noun phrases** to convey complicated information concisely

The difference between structures typical of informal speech and structures appropriate for formal speech and writing

Use of the semi-colon, colon and dash to mark the boundary between independent **clauses**

Use of a colon to introduce a list

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity

Working At

Noun phrases

Straightforward
viewpoint with relevant
content and ideas

Modal verbs and
adverbs

Different clause
structures

Figurative language

Semicolons,
apostrophes,
parenthesis, dialogue

Spelling mostly correct

Joining handwriting

Monday 12th December
How to train your dragon
Dear reader,
This leaflet will tell you how to train your dragon. IS your dragon untrainable and drinking you crazy? well read on for lots of helpful advice to make him obey your every command!
First you need to feed your dragon. Find out what food he likes and dislikes to know what to reward him. You need to gain your dragons trust so you could spend time with him and show you mean no harm.
Punish him when he's bad by not feeding him. Reward him when he's good by feeding him his favourite food. You could train him to catch food by showing him how to catch fish and food, you could even show him to fly if he can't.
If you read this thoroughly you should have your dragon trained in no-time. So what are you waiting for? Go and train your dragon.

Working At

Noun phrases

Straightforward viewpoint
with relevant content and
ideas

Modal verbs and adverbs

Different clause structures

Figurative language

Semicolons, apostrophes,
parenthesis, dialogue

Spelling mostly correct

Joining handwriting

This brochure will inform you about the history of Britain's landmark coastal town, Blackpool. Then And Now

Explanation
Back in 1800, Blackpool's population was only 475. The number of people who visited was very low as only rich people could afford it.

Involvement
As the years went by Blackpool tried to attract more visitors by building attractions. Firstly a pier was constructed and became a popular ^{place} due to its beautiful lights* and exciting places to visit and explore.

Developments
Blackpool spent more money on new attractions to raise the popularity. They added ~~increasing~~ and shops on the pier and the popularity rose. They continue to improve Blackpool Pleasure Beach by adding rides and attrac

Consolidation
Blackpool's visitor numbers continue to rise. In 1950 people got paid for the popularity of Blackpool.