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## Stage 5

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### Phonics, spelling and vocabulary

- Investigate the spelling of word-final unstressed vowels, e.g. the unstressed 'er' at the end of *butter* and unstressed 'ee' at the end of *city*.
- Recognise a range of less common letter strings in words which may be pronounced differently.
- Spell and make correct use of possessive pronouns, e.g. *their, theirs, my, mine*.
- Identify 'silent' vowels in polysyllabic words, e.g. *library, interest*.
- Use effective strategies for learning new spellings and misspelt words.
- Learn spelling rules for words ending in -e and -y, e.g. *take/taking, try/tries*.
- Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. *-full/-ful*.
- Investigate spelling patterns for pluralisation, e.g. *-s, -es, -y/-ies, -f/-ves*.
- Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants.
- Investigate ways of creating opposites, e.g. *un-, im-* and comparatives, e.g. *-er, -est*.
- Revise grammatical homophones, e.g. *they're, their, there*.

- Use dictionaries efficiently and carry out ICT spell checks.
- Identify unfamiliar words, explore definitions and use new words in context.
- Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue.
- Use a thesaurus to extend vocabulary and choice of words.
- Collect synonyms and opposites and investigate shades of meaning.
- Use known spellings to work out the spelling of related words.
- Identify word roots and derivations to support spelling and vocabulary, e.g. *sign, signal, signature*.
- Investigate the origin and appropriate use of idiomatic phrases.

### Grammar and punctuation

#### Reading

- Learn how dialogue is set out and punctuated.
- Identify prepositions and use the term.
- Understand conventions of standard English, e.g. agreement of verbs.
- Understand the difference between direct and reported speech.
- Investigate clauses within sentences and how they are connected.

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### Grammar and punctuation (continued)

#### Writing

- Begin to use the comma to separate clauses within sentences and clarify meaning in complex sentences.
- Use apostrophes for both possession and shortened forms.
- Begin to set out dialogue appropriately, using a range of punctuation.
- Use an increasing range of subordinating connectives.
- Explore ways of combining simple sentences and re-ordering clauses to make compound and complex sentences.
- Use pronouns, making clear to what or to whom they refer.
- Practise proofreading and editing own writing for clarity and correctness.

#### Reading

The following genres and text types are recommended at Stage 5:

Fiction and poetry: novels and longer stories, fables, myths and legends, stories from other cultures, older literature including traditional tales, poetry and plays including film narrative and dramatic conventions.

Non-fiction: instructions, recounts (including biography), persuasion.

#### Fiction and poetry

- Read widely and explore the features of different fiction genres.
- Provide accurate textual reference from more than one point in a story to support answers to questions.
- Compare the structure of different stories.
- Comment on a writer's use of language and explain reasons for writer's choices.
- Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.
- Discuss metaphorical expressions and figures of speech.
- Identify the point of view from which a story is told.
- Consider how a writer expresses their own point of view, e.g. how characters are presented.
- Read and identify characteristics of myths, legends and fables.
- Compare and evaluate the print and film versions of a novel or play.
- Compare dialogue and dramatic conventions in film narrative.
- Read and perform narrative poems.
- Read poems by significant poets and compare style, forms and themes.

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### Reading (continued)

#### Non-fiction

- Look for information in non-fiction texts to build on what is already known.
- Locate information confidently and efficiently from different sources.
- Skim read to gain an overall sense of a text and scan for specific information.
- Develop note-taking to extract key points and to group and link ideas.
- Note the use of persuasive devices, words and phrases in print and other media.
- Explore the features of texts which are about events and experiences, e.g. diaries.
- Understand the use of impersonal style in explanatory texts.
- Read and evaluate non-fiction texts for purpose, style, clarity and organisation.
- Compare writing that informs and persuades.

### Writing

#### Fiction

- Map out writing to plan structure, e.g. paragraphs, sections, chapters.
- Write new scenes or characters into a story, or write from another viewpoint.
- Write own versions of legends, myths and fables, using structures from reading.
- Choose words and phrases carefully to convey feeling and atmosphere.
- Maintain a consistent viewpoint when writing.
- Begin to attempt to establish links between paragraphs using adverbials.
- Write a play-script, including production notes to guide performance.
- Use imagery and figurative language to evoke imaginative response.

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### Writing (continued)

#### Non-fiction

- Record ideas, reflections and predictions about books, e.g. in a reading log.
- Draft and write letters for real purposes.
- Use a more specialised vocabulary to match the topic.
- Write non-chronological reports and explanations.
- Write a commentary on an issue, setting out and justifying a personal view.
- Make notes for different purposes, using simple abbreviations and writing 'in your own words'.
- Understand the use of notes in writing 'in your own words'.
- Evaluate own and others' writing.

#### Presentation

- Review, revise and edit writing in order to improve it, using ICT as appropriate.

### Speaking and listening

- Shape and organise ideas clearly when speaking to aid listener.
- Prepare and present an argument to persuade others to adopt a point of view.
- Talk confidently in extended turns and listen purposefully in a range of contexts.
- Begin to adapt non-verbal gestures and vocabulary to suit content and audience.
- Describe events and convey opinions with increasing clarity and detail.
- Recall and discuss important features of a talk, possibly contributing new ideas.
- Ask questions to develop ideas and extend understanding.
- Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.
- Take different roles and responsibilities within a group.
- Convey ideas about characters in drama through deliberate choice of speech, gesture and movement.
- Begin to discuss how and why language choices vary in different situations.