# Year 5 and 6 English Overview

## Spoken Language (Years 1-6)

Pupils should be taught to:
- 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.

<table>
<thead>
<tr>
<th>Reading - Word Recognition</th>
<th>Reading - Comprehension</th>
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<tbody>
<tr>
<td>Pupils should be taught to:</td>
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<tr>
<td>- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</td>
<td>- maintain positive attitudes to reading and understanding of what they read by:</td>
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<td>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</td>
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<td>- reading books that are structured in different ways and reading for a range of purposes</td>
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<td>- 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</td>
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<td>- identifying and discussing themes and conventions in and across a wide range of writing</td>
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<td>- making comparisons within and across books</td>
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<td>- learning a wider range of poetry by heart</td>
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<td>- 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</td>
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<td>- understanding what they read by:</td>
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<td>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</td>
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<td>- asking questions to improve their understanding</td>
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<td>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</td>
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<td>- predicting what might happen from details stated and implied</td>
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<td>- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</td>
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<td>- identifying how language, structure and presentation contribute to meaning</td>
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<td>- discussing how authors use language, including figurative language, considering the impact on the reader</td>
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<td>- distinguishing between statements of fact and opinion</td>
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<td>- retrieving, recording and presenting information from non-fiction</td>
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<td>- 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</td>
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<td>- explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</td>
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<td>- providing reasoned justifications for their views.</td>
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<td>Writing - Transcription</td>
<td>Writing - Handwriting</td>
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<tr>
<td>Spelling (see <a href="#">English Appendix 1</a>)</td>
<td>Pupils should be taught to:</td>
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<tr>
<td>▪ use further prefixes and suffixes and understand the guidance for adding them</td>
<td>▪ write legibly, fluently and with increasing speed by:</td>
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<tr>
<td>▪ spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</td>
<td>▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific little</td>
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<td>▪ continue to distinguish between homophones and other words which are often confused</td>
<td>▪ choosing the writing implement that is best suited for a task.</td>
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<tr>
<td>▪ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</td>
<td>▪ use dictionaries to check the spelling and meaning of words</td>
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<td>▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</td>
<td>▪ use a thesaurus.</td>
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### Spelling - years 5 and 6

#### Revise work done in previous years

#### New work for years 5 and 6

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<thead>
<tr>
<th>Statutory requirements</th>
<th>Rules and guidance (non-statutory)</th>
<th>Example words (non-statutory)</th>
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<tr>
<td><strong>Endings which sound like /ʃ/</strong>&lt;br&gt;spelt -cious or -tious</td>
<td>Not many common words end like this.&lt;br&gt;If the root word ends in -ce, the /ʃ/ sound is usually spelt as c - e.g. vice - vicious, grace - gracious, space - spacious, malice - malicious.&lt;br&gt;Exception: anxious.</td>
<td>victorious, precious, conscious, delicious, malicious, suspicious&lt;br&gt;ambitious, cautious, fictitious, infectious, nutritious</td>
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<td><strong>Endings which sound like /ʒ/</strong></td>
<td>-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions.&lt;br&gt;Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).&lt;br&gt;Use -ant and -ance/-ancy if there is a related word with a /ə/ or /æ/ sound in the right position; -ation endings are often a clue.&lt;br&gt;Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /s/ sound in the right position.&lt;br&gt;There are many words, however, where the above guidance does not help. These words just have to be learnt.</td>
<td>official, special, artificial, partial, confidential, essential&lt;br&gt;observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)&lt;br&gt;innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential)&lt;br&gt;assistant, assistance, obedient, obedience, independent, independence</td>
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<td><strong>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</strong></td>
<td>The -able/-ably endings are far more common than the -ible/-ibly endings.&lt;br&gt;As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation.&lt;br&gt;If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as these letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the -able ending.&lt;br&gt;The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word relay is heard, but the y changes to i in accordance with the rule.&lt;br&gt;The -ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).&lt;br&gt;The r is doubled if the -fer is still stressed when the ending is added.&lt;br&gt;The r is not doubled if the -fer is no longer stressed.&lt;br&gt;Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</td>
<td>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration)&lt;br&gt;changeable, noticeable, forcible, legible&lt;br&gt;dependable, comfortable, understandable, reasonable, enjoyable, reliable&lt;br&gt;possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly&lt;br&gt;referring, referred, referral, preferring, preferred, transferring, transferred&lt;br&gt;reference, referee, preference, transference&lt;br&gt;co-ordinate, re-enter, co-operate, co-own</td>
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| Words with the /i:/ sound spelt ei after c                                            | The 'i before e except after c’ rule applies to words where the sound spelt by ei is /i:/.
|                                                                                      | Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial
|                                                                                      | /i:/ sound).                                                                                     | deceive, conceive, receive, perceive, ceiling |
| Words containing the letter-string ough                                               | ough is one of the trickiest spellings in English - it can be used to spell a number of
|                                                                                      | different sounds.                                                                               | ought, bought, thought, nought, brought, fought
|                                                                                      |                                                                                                 | rough, tough, enough, cough, though, although, dough,
|                                                                                      |                                                                                                 | through, thorough, borough, plough, bough      |
| Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the| Some letters which are no longer sounded used to be sounded hundreds of years ago:
|                                                                                      | e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the
|                                                                                      | sound that ‘ch’ now represents in the Scottish word loch.                                        | doubt, island, lamb, solemn, thistle, knight   |
In the pairs of words opposite, nouns end -ce and verbs end -se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound - which could not be spelt c.

More examples:
- aisle: a gangway between seats (in a church, train, plane).
- isle: an island.
- aloud: out loud.
- allowed: permitted.
- affect: usually a verb (e.g. The weather may affect our plans).
- effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business).
- altar: a table-like piece of furniture in a church.
- alter: to change.
- ascent: the act of ascending (going up).
- assent: to agree/agreement (verb and noun).
- bridal: to do with a bride at a wedding.
- bridle: reins etc. for controlling a horse.
- cereal: made from grain (e.g. breakfast cereal).
- serial: adjective from the noun series - a succession of things one after the other.
- compliment: to make nice remarks about someone (verb) or the remark that is made (noun).
- complement: related to the word complete - to make something complete or more complete (e.g. her scarf complemented her outfit).
- descent: the act of descending (going down).
- dissent: to disagree/disagreement (verb and noun).
- desert: as a noun - a barren place (stress on first syllable); as a verb - to abandon (stress on second syllable)
- dessert: (stress on second syllable) a sweet course after the main course of a meal.
- draft: noun - a first attempt at writing something; verb - to make the first attempt; also, to draw in someone (e.g. to draft in extra help)
- draught: a current of air.
Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes. Understanding the history of words and relationships between them can also help with spelling.

Examples:

- Conscience and conscious are related to science: conscience is simply science with the prefix con- added. These words come from the Latin word scio meaning I know.
- The word desperate, meaning ‘without hope’, is often pronounced in English as des’pite, but the –sper- part comes from the Latin spero, meaning ‘I hope’, in which the e was clearly sounded.
- Familiar is related to family, so the /s/ sound in the first syllable of familiar is spelt as a.

Word list – years 5 and 6

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
atached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition  
conscience*  
consciously*  
controversy  
convenience  
correspond  
criticise (critic + ise)  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip (–ped, –ment)  
especially  
exaggerate  
excellent  
existence  
explanation  
familiar  
foreign  
fifty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate(ly)  
individual  
interfere  
interrupt  
language  
leisure  
lightning (h)  
melvellous  
mischievous  
muscle (h)  
necessary  
neighbour  
nuisance  
occur  
occupy  
opportunity  
parliament  
perseude  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme  
rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere(ly)  
soldier  
stomach  
sufficient  
suggest  
symbol (h)  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht  

h= homophone
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<tr>
<th>Science</th>
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<th>Writing</th>
<th>Geography</th>
<th>Spoken language</th>
<th>History</th>
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<tbody>
<tr>
<td>conscious</td>
<td>twelfth</td>
<td>correspond</td>
<td>environment</td>
<td>communicate</td>
<td>ancient</td>
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<td>environment</td>
<td>forty</td>
<td>sincerely</td>
<td>existence</td>
<td>relevant</td>
<td>foreign</td>
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<td>equipment</td>
<td>average</td>
<td>signature</td>
<td>foreign</td>
<td>interrupt</td>
<td>government</td>
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<td>physical</td>
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<td>dictionary</td>
<td>lightning</td>
<td>language</td>
<td>parliament</td>
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<td>attached</td>
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<td>suggest</td>
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<td>pronunciation</td>
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<td>Occupation</td>
<td>Unstressed vowels</td>
<td>Music</td>
<td>Language of learning</td>
<td>Rare GPCs</td>
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<td>restaurant</td>
<td>rhyme</td>
<td>achieve</td>
<td>bruise</td>
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<td>secretary</td>
<td>temperature</td>
<td>rhythm</td>
<td>excellent</td>
<td>guarantee</td>
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<td>vegetable</td>
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<td>thorough</td>
<td>immediately</td>
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<td>individual</td>
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<td>individual</td>
<td>queue</td>
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<td>amateur</td>
<td>cemetery</td>
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<td>vehicle</td>
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<td>neighbour</td>
<td>desperate</td>
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<td>yacht</td>
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<td>definite</td>
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### Year 5: Detail of content to be introduced (statutory requirement)

| **Word** | Converting nouns or adjectives into verbs using suffixes  
for example, -ate; -ise; -ify  
Verb prefixes  
for example, dis-, de-, mis-, over- and re- |
| --- | --- |
| **Sentence** | Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  
Indicating degrees of possibility using adverbs  
for example, perhaps, surely  
or modal verbs  
for example, might, should, will, must |
| **Text** | Devices to build cohesion within a paragraph  
for example, then, after that, this, firstly  
Linking ideas across paragraphs using adverbials of time  
for example, later, place  
for example, nearby  
and number  
for example, secondly  
or tense choices  
for example, he had seen her before |
| **Punctuation** | Brackets, dashes or commas to indicate parenthesis  
Use of commas to clarify meaning or avoid ambiguity |
| **Terminology for pupils** | modal verb, relative pronoun  
relative clause  
parenthesis, bracket, dash  
cohesion, ambiguity |

### Year 6: Detail of content to be introduced (statutory requirement)

| **Word** | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing  
for example, find out – discover:  
ask for – request; go in – enter  
How words are related by meaning as synonyms and antonyms  
for example, big, large, little |
| --- | --- |
| **Sentence** | Use of the passive to affect the presentation of information in a sentence  
for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).  
The difference between structures typical of informal speech and structures appropriate for formal speech and writing  
for example, the use of question tags: He's your friend, isn't he?  
or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech |
| **Text** | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections  
for example, the use of adverbials such as on the other hand, in contrast, or as a consequence  
and ellipsis  
Layout devices  
for example, headings, sub-headings, columns, bullets, or tables, to structure text |
| **Punctuation** | Use of the semi-colon, colon and dash to mark the boundary between independent clauses  
for example, It's raining; I'm fed up  
Use of the colon to introduce a list and use of semi-colons within lists  
Punctuation of bullet points to list information  
How hyphens can be used to avoid ambiguity  
for example, man eating shark versus man-eating shark, or recover versus re-cover |
| **Terminology for pupils** | subject, object  
active, passive  
synonym, antonym  
ellipsis, hyphen, colon, semi-colon, bullet points |