**Recovery Year Y5**

**Autumn term Y5 Reading Key Objectives (derived from Y4)**

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| **Being a Reader**  Independently read for a range of purposes | | **Comprehension – Questioning**  Answer questions giving evidence from the text in their response | | **Comprehension – Inferring**  Use textual details and examples to support inferences and explanations about a text’s meaning | | **Comprehension – Predicting**  Predict what may happen and explain using stated and implied detail from the text | | **Comprehension –Summarising**  Summarise a text using the key points | |
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| **Comprehension – Understanding purpose and viewpoint**  Distinguish between fact and opinion when discussing viewpoint | | **Comprehension – Understanding writers’ use of language**  Select and discuss effective words, phrases and sentences e.g. figurative language | |  | |  | |  | |
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**Autumn term Y5 Writing Key Objectives (derived from Y4)**

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| Planning/ Composing  Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied | | Planning/ Composing  Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes | | Evaluating  Evaluate their work effectively and make improvements based on this including adapting vocabulary and grammar for consistency and impact | | Composing  Link ideas within a paragraph or section | | Grammar and Vocabulary  Use fronted adverbials | |
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| Grammar and Vocabulary  Use subordinate clauses to write complex sentences . | | Punctuation  Use inverted commas and other speech punctuation | | Handwriting and presentation  Write consistently with neat, legible and joined handwriting | |  | |  | |
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**Spring and Summer Y5 Reading**

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| **Becoming a Reader**  Enjoy reading for a sustained period | | **Becoming a Reader**  Independently read a range of fiction, poetry, plays, non-fiction, reference and text books, for a range of purposes | | **Word Reading**  Use an understanding of phonics, morphology and etymology to aid them in reading unfamiliar words | | **Fluency**  Read year 5 texts fluently | | **Comprehension – Vocabulary Knowledge**  Identify vocabulary used beyond the literal sense | |
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| **Comprehension – Asking Questions**  Revisit questions during the reading of a text as new information is revealed | | **Comprehension – Clarifying and Retrieving**  Apply previous retrieving objectives to year 5 texts | | **Comprehension – Clarifying and Retrieving**  Check that the text makes sense to them and use questioning and discussion to further their understanding | | **Comprehension – Clarifying and Retrieving/Inferring**  Extract information and make inferences from evidence found throughout a whole text | | **Comprehension – Clarifying and Retrieving/Inferring**  Use knowledge of synonyms and hypernyms to aid comprehension and support inference | |
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| **Comprehension – Inferring**  Use evidence to both support and challenge conclusions drawn within and from a text | | **Comprehension – Predicting**  Predict what may happen using stated and implied details and a wider personal understanding of the world | | **Comprehension – Summarising**  Summarise using an appropriate amount of detail as evidence | | **Comprehension – Understanding writers’ use of language**  Discuss and evaluate how authors use language and the impact on meaning and the reader | | **Comprehension – Responding to texts**  Answer questions drawing on information from several places in the text | |
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| **Being a Researcher**  Detect bias and distinguish fact from opinion | |  | |  | |  | |  | |
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**Spring and Summer Y5 Writing**

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| Planning  Develop and explore ideas for writing through discussion, further reading and research | | Planning/ Composing/  **Plan and write for a range of clear purposes and** (often real) **audiences (WTS KS2)** using a wide knowledge of text types, forms and styles to inform their writing | | Composing  Write to engage the reader | | Composing  Maintain a viewpoint throughout a text | | Composing  Structure and organise writing in well linked paragraphs which are sometimes used creatively (using techniques such as contrast, additional detail and explanation) | |
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| Composing/ Grammar  **Use devices to build cohesion within a paragraph (EXS KS2)** | | Composing  Balance narrative writing between telling the story, action, description and dialogue | | Composing  **Create atmosphere (EXS KS2)** | | Composing  Carefully select words (including some from Appendix B – Year 5) to create effects, sustain and develop ideas and create vivid description | | Evaluating  Edit their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning | |
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| Grammar  **Use verb tenses consistently and correctly throughout their writing (EXS KS2)** | | Grammar  Ensure correct subject verb agreement | | Grammar  Use adverbs and adverbials to show time, place and number across a text | | Grammar  Use relative clauses to add detail to sentences | | Grammar  Use modal verbs and adverbs | |
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| Grammar  Orchestrate a range of sentence structures | | Punctuation  **Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)** | | Punctuation  **Use brackets, dashes or commas for parenthesis (contributes to EXS KS2 and GD KS2)** | | Spelling  Combine phonics, morphology, etymology and spelling conventions to spell unfamiliar words | | Spelling  **Use a dictionary to check the meaning and spelling of words (EXS KS2)** and a thesaurus to extend vocabulary | |
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| Spelling  Spell words ending in –able, -ible, -ably and -ibly | | Spelling  Spell words with the endings –cious, -tious, -cial and -tial | | Spelling  **Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety, according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip( -ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable, achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht (EXS KS2, some for WTS KS2)** | | | | | |
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| Spelling  Spell words ending in -ant, -ance, –ancy, -ent, -ence and -ency | | Handwriting and presentation  **Maintain legibility in joined handwriting when writing at speed (EXS KS2)** | |  | | | | | |
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