

## Year 5 Long-term planning

<b>READING</b>	
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<ul style="list-style-type: none"> <li>● At this stage, there should be no need for further direct teaching of word-reading skills for almost all children. If children are struggling or failing in this, the reasons for this should be investigated. It is imperative that children are taught to read during their last two years at primary school, if they enter Year 5 not being able to do so.</li> <li>● Children should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read <i>invitation</i> for <i>imitation</i> simply because they might be more familiar with the first word. Accuracy in reading individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</li> <li>● When reading with or to children, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>● Even though children can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</li> <li>● The knowledge and skills that children need in order to comprehend are very similar at different ages. They should continue to apply what they have already learned to more complex writing.</li> <li>● Children should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.</li> <li>● They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</li> <li>● Children should be taught the technical and other terms needed for discussing what they hear and read, such as <i>metaphor, simile, analogy, imagery, style</i> and <i>effect</i>.</li> <li>● In using non-fiction, children need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</li> <li>● The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where children are genuinely motivated to find out information, such as reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any available library services and expertise to support this.</li> <li>● Children should have guidance about and feedback on the quality of their explanations and contributions to discussions.</li> <li>● Children should be shown how to compare characters, settings, themes and other aspects of what they read.</li> </ul>
<b>WRITING</b>	
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<ul style="list-style-type: none"><li>● As in earlier years, children should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.</li><li>● Children should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (quick notes or a final handwritten version). They should also be taught to use an unjoined style (for labelling a diagram or data, writing an email address or for algebra) and capital letters (for filling in a form).</li></ul>	<ul style="list-style-type: none"><li>● Children should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.</li><li>● Children should have opportunities to create their own improvised, devised and scripted drama for each other and a range of audiences as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</li><li>● Children should continue to add to their knowledge of linguistic terms, so that they can discuss their writing and reading.</li></ul>
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