



Grade 5 English Curriculum Framework Document

Phonics, spelling and vocabulary

1. 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*.
2. Recognise a range of less common letter strings in words which may be pronounced differently.
3. Spell and make correct use of possessive pronouns, e.g. *their, theirs, my, mine*.
4. Identify 'silent' vowels in polysyllabic words, e.g. *library, interest*.
5. Use effective strategies for learning new spellings and misspelt words.
6. Learn spelling rules for words ending in *-e* and *-y*, e.g. *take/taking, try/tries*.
7. Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. *-full/-ful*.
8. Investigate spelling patterns for pluralisation, e.g. *-s, -es, -y/-ies, -f/-ves*.
9. 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.
10. Investigate ways of creating opposites, e.g. *un-, im-* and comparatives, e.g. *-er, -est*.
11. Revise grammatical homophones, e.g. *they're, their, there*.
12. Use dictionaries efficiently and carry out ICT spell checks.
13. Identify unfamiliar words, explore definitions and use new words in context.
14. Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue.
15. Use a thesaurus to extend vocabulary and choice of words.
16. Collect synonyms and opposites and investigate shades of meaning.
17. Use known spellings to work out the spelling of related words.
18. Identify word roots and derivations to support spelling and vocabulary, e.g. *sign, signal, signature*.
19. Investigate the origin and appropriate use of idiomatic phrases.

Grammar and punctuation

Reading

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

Writing

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

Reading

The following genres and text types are recommended for Grade 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

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

Non-fiction

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

Writing

Fiction

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

Non-fiction

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

Presentation

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

Speaking and listening

1. Shape and organise ideas clearly when speaking to aid listener.
2. Prepare and present an argument to persuade others to adopt a point of view.
3. Talk confidently in extended turns and listen purposefully in a range of contexts.
4. Begin to adapt non-verbal gestures and vocabulary to suit content and audience.
5. Describe events and convey opinions with increasing clarity and detail.
6. Recall and discuss important features of a talk, possibly contributing new ideas.
7. Ask questions to develop ideas and extend understanding.
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9. 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.
10. Take different roles and responsibilities within a group.
11. Convey ideas about characters in drama through deliberate choice of speech, gesture and movement.
12. Begin to discuss how and why language choices vary in different situations.