At SS John Fisher and Thomas More, we follow the Read Write Inc. programme for Phonics and Literacy and Language.

Years 5 and 6

Some units have been modified and updated to suit our school context.

National Curriculum English programmes of study: Spoken Language Year 1-6

National Curriculum English programmes of study content	*Read Write Inc.* Literacy and Language	*Read Write Inc.* Spelling
Spoken language	Developing children's confidence and ability in their spoken language and listening skills is an integral part of the Literacy and Language programme, throughout all year groups. Rules for discussion are explicitly taught and there is a poster for 'Effective discussion' that can be printed out and displayed in the classroom.	
Pupils should be taught to:		
'Listen and respond appropriately to adults and their peers.'	The teaching sequence in every unit involves listening and responding to both the teacher and partners. The TTYP (Turn To Your Partner) and MTYT (My Turn Your Turn) signals are embedded from the start of the programme, so that frequent, structured discussion flows naturally through every unit.	
'Ask relevant questions to extend their understanding and knowledge.'	Questions are encouraged throughout the programme, including a Big Question discussion at the end of Days 1-8 in every unit. These questions explore an idea linked to an aspect of the text covered each day.	

'Use relevant strategies to build their vocabulary.'	Listening carefully to texts and rehearsing orally what they want to write all help to build the children's vocabulary.	
'Articulate and justify answers, arguments and opinions.'	See notes above on Big Questions.	
'Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.'	Partner work is continually used for children to practise their descriptions, explanations and narratives for a variety of purposes.	
'Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.'	See notes above on Big Questions.	
'Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.'	Discussion with partners, in groups and as a class is used throughout the programme to explore ideas and predict outcomes.	
'Speak audibly and fluently with an increasing command of Standard English.'	Frequent invitations for partners to share their ideas in front of the class, encourages confidence in speaking audibly and fluently – and in Standard English.	
'Participate in discussions, presentations, performances, role play, improvisations and debates.'	A wide variety of oral work is contained in all units, including discussion, performances and role play.	
'Gain, maintain and monitor the interest of the listener(s).'	Children will become more skilled at this through the continual paired, group and whole class oral work.	
'Consider and evaluate different viewpoints, attending to and building on the contributions of others.'	These skills will be encouraged at appropriate points throughout the unit.	
'Select and use appropriate registers for effective communication.'	Children will practise these skills through the regular oral activities which cover a wide variety of spoken tasks for different purposes and audiences.	

National Curriculum English programmes of study Year 5 & 6	*Read Write Inc.* Literacy and Language	*Read Write Inc.* Spelling

Reading - word reading		
Pupils should be taught to:		
'Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.'		Throughout Year 5 and Year 6 programmes
Reading - comprehension		
Pupils should be taught to:		
'Maintain positive attitudes to reading and understanding of what they read by:		
• *Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks .*	Year 5 Unit 1– Narrative, balanced argument. Unit 2- Myth, instructions. Unit 3– Diary entry, persuasive writing. Unit 4– Story from another culture, non chronological report. Unit 5 - Playscript, Children's Shakespeare Festival. Unit 6– A story from a significant author, biography. Year 6 Unit 1 – Legend, journalistic writing. Unit 2– Historical fiction, formal writing. Unit 3– Science fiction, instructions. Unit 4– Children's literature, biography Unit 5– Poetry, persuasive texts. Unit 6– Fiction, transition texts.	
• *Reading books that are structured in different ways and reading for a range of purposes.*	A variety of texts with different structures are covered throughout the Anthologies and teaching materials for Year 5 and Year 6. Children are taught to think carefully about the audience and purpose for each text. For example, Year 5 pupils focus on different features of instruction texts; Year 6 pupils explore the structure of a persuasive text.	
• *Increasing their familiarity with a wide*	As well as the variety of texts covered in the Year 5	

range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	and Year 6 Anthologies, children are introduced to additional books and texts in the Story store activities, and in the wider reading suggestions for every unit.
• *Recommending books that they have read to their peers, giving reasons for their choices.*	Wider reading is encouraged throughout the programme, with suggestions given for each unit. Children are given opportunity to make links between what they have read individually and the texts they look at in class, and to discuss them at length.
• *Identifying and discussing themes and conventions in and across a wide range of writing*	Covered throughout materials in Year 5 and Year 6, including discussion stemming from Anthology texts, but also linked to children's wider knowledge and reading.
• *Making comparisons within and across books.*	Think and link activities throughout the programme encourage children to make links and connections with other texts they have read.
• *Learning a wider range of poetry by heart.*	There are plenty of opportunities for children to learn poetry in reading sessions and when reading for pleasure.
• *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.'*	In Year 6, children plan and rehearse a performance of a poem, in a Dramatic reconstruction activity. They consider aspects such as pace, volume and expression to enhance their performance. Children improvise a scene and use shouts and chants to give their performance impact.
'Understand what they read by:	
• *Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.*	Activities such as Special phrases and Word power focus on vocabulary and meaning in the context of Anthology texts.
• *Asking questions to improve their understanding .*	Activities such as What if not…? give children opportunity to speculate and question plots, character motivation and settings, extending their

	understanding of what they read.	
• *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.*	Role play, improvisation, freeze frames, discussion and all dramatic reconstructions help children to draw inferences about what they read	
• *Predicting what might happen from details stated and implied.*	The three-stage approach to reading all texts allows opportunity for children to speculate and predict what might happen next.	
• *Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.*	Summarizing skills are taught and practised throughout the programme in Years 5 and 6. For example in Year 5, children complete a summarise activity to help them conclude an argument text; In year 6, children identify key ideas in a deconstruction activity.	
• *Identifying how language, structure, and presentation contribute to meaning.'*	This is an integral part of reading all the texts in the Year 5 and Year 6 programme.	
'Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.'	The identification of how language is used to create impact on the reader is practised throughout the programme.	
'Distinguish between statements of fact and opinion.'	In year 6, children look at the differences between fact and opinion when reading a persuasivetext. In Year 5, children consider the factual content of biographies as opposed to the additional more subjective content in autobiographies.	
'Retrieve, record and present information from non-fiction.'	Accurate information retrieval is practised in all non-fiction texts throughout the programme.	
'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.'	Discussion about books is encouraged throughout the programme, but particularly in the Think and link activities, which draw out children's existing knowledge of stories and books.	
'Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus	Formal debates and discussions are included in activities linked to both non-fiction and fiction texts. For example, in Year 5, children	

on the topic and using notes where necessary.'	prepare for and role-play a studio debate focusing on whether animals should be kept in zoos. In Year 6, pupils prepare their own own persuasive presentation.	
'Provide reasoned justifications for their views.'	In all discussion and debate activities, children are reminded to back up their arguments with evidence from the texts or from their own experience.	
Writing - transcription		
Spelling (see English Appendix 1)		
Pupils should be taught to:		
'Use further prefixes and suffixes and understand the guidance for adding them.	Year 5 - Suffixes and Prefixes.	See detailed coverage of Spelling Appendix 1 below.
Spell some words with 'silent' letters, e.g. Knight, psalm, solemn.'		Year 5 Unit 1. Year 5 Unit 4. Year 6 Unit 8.
'Continue to distinguish between homophones and other words which are often confused.'		Year 5 Special focus 2. Year 5 Special focus 5. Year 5 Special focus 8. Year 5 Special focus 3. Year 5 Special focus 6. Year 6 Special focus 10. Year 6 Special focus 12.
'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.'		See detailed coverage of Spelling Appendix 1 below.
'Use dictionaries to check the spelling and meaning of words.'	Throughout the programme, proofreading activities are built into all writing tasks, in which children are encouraged to check the accuracy of their spelling. Children are expected to use a range of reference material for this, including words on display in the classroom and dictionaries.	Dictionary challenges are included in some Word changer activities in the Year 5 and Year 6 Practice Books.
'Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.'	As above.	

'Use a thesaurus.'	Children are encouraged to use a thesaurus in activities such as finding synonyms to expand their vocabulary.	Thesaurus challenges are built into some Word changer activities in Year 5 and Year 6 Practice Books.
Writing - handwriting		
Pupils should be taught to:		
Write legibly, fluently and with increasing speed by:	Guidance on teaching handwriting is provided in the *Read Write Inc. Get Writing! Handbook*.	
• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters		
• Choosing the writing implement that is best suited for a task.		
Writing - composition		
Pupils should be taught to:		
'Plan their writing by:		
• *Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.*	This process is integral to the whole programme. In each unit, children follow this process for writing both fiction and non-fiction texts.	
• *Noting and developing initial ideas, drawing on reading and research where necessary.*	Red Literacy and Language books are kept by children in which they note down and develop ideas for their own writing.	
• *In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.'*	Throughout the programme, children discuss and explore how characters and settings are developed by writers in order to use similar skills in their own writing. For example, in year 6, children focus on a historical story, set in 1938.	
'Draft and write by:		
• *Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.*	In the Year 5 and Year 6 programmes, children practise using appropriate grammar in their writing, focusing on aspects such as the use of relative clauses, adverbs, parenthesis, noun phrases and the passive voice. Careful choice of vocabulary is encouraged through a range of	

	activities such as Word power and Build a sentence.	
• *In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.*	The development of characters, settings and atmosphere through writing narratives is carefully structured, including the integration of dialogue.	
• *Precising longer passages.*	Summarising skills are practised through writing conclusions to discussion texts, for example through preparation for journalistic writing in Year 6.	
• *Using a wide range of devices to build cohesion within and across paragraphs.*	Children are encouraged to use a range of devices in their writing to bring cohesion to their texts. For example in Year 5, children look at the way that pronouns, conjunctions and determiners can link ideas within a paragraph, and how adverbs of time can link paragraphs in an instruction text. In Year 6, children look at how adverbials, repetition and ellipsis can be used as cohesive devices.	
• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].'	The use of organizational and presentational devices to structure a text is modelled in many non-fiction texts, then children are encouraged to write their own texts, using similar devices. For example, an instructional text in Year 5. .	
'Evaluate and edit by:		
• *Assessing the effectiveness of their own and others' writing.*	Self and peer assessment is built into all extended writing activities, encouraging constant experimentation and improvement to work.	
• *Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.*	As above, the writing process is staged, so that there are plenty of opportunities to change and improve vocabulary, grammar and punctuation of written work, in order to increase its impact and clarity.	

• *Ensuring the consistent and correct use of tense throughout a piece of writing.*	The need for consistent and correct use of tenses is emphasised in many units, for example in Year 5 the need for past tense usage in writing biographical texts.	
• *Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.*	The use of consistent Standard English is practised throughout the writing activities, as well as identifying appropriate opportunities to use less formal language and register. For example in Year 5 children look at the differences between language in newspaper reports, compared to dialogue in playscripts. They then write their own script.	
'Proof-read for spelling and punctuation errors.'	Proofreading is built into the final stages of the writing process throughout all units in the programme.	
'Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.'	Children are given opportunity to perform their compositions, for example in Year 5 to perform their own playscript at The Lowry Threatre.	
Writing – vocabulary, grammar and punctuation		
Pupils should be taught to:		
'Develop their understanding of the concepts set out in <u>English Appendix 2 </u>by:		
• *Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.*	In Year 6, children develop their understanding of language appropriate for formal writing, including the use of the subjunctive.	
• *Using passive verbs to affect the presentation of information in a sentence.*	The use of passive verbs to create a specific impact in a non-fiction text is focused on in Year 6.	
• *Using the perfect form of verbs to mark relationships of time and cause.*	In Year 5, children look at past tenses including the perfect tense.	

• *Using expanded noun phrases to convey complicated information concisely.*	In Year 6, children explore the effect that expanded noun phrases can have in conveying detailed information concisely in a fiction text.	
• *Using modal verbs or adverbs to indicate degrees of possibility.*	In Year 5, children look at how modal verbs and adverbs can be used to express different degrees of possibility.	
• *Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. Omitted) relative pronoun.*	In Year 5, children develop their understanding of relative clauses through looking at their use in both fiction and non-fiction texts.	
• *Learning the grammar for years 5 and 6 in English Appendix 2.'*	Using correct grammatical terminology as specified in the National Curriculum is an integral part of the whole reading and writing programme.	
'Indicate grammatical and other features by:		
• *Using commas to clarify meaning or avoid ambiguity in writing.*	In Year 5, children look at the effect of commas in clarifying meaning in a descriptive text.	
• *Using hyphens to avoid ambiguity.*	Year 6.	
• *Using brackets, dashes or commas to indicate parenthesis.*	Year 5.	
• *Using semi-colons, colons or dashes to mark boundaries between independent clauses.*	Year 6.	
• *Using a colon to introduce a list.*	In Year 5, a colon introduces a list of ingredients in a recipe and children are encouraged to look at the use of organizational and presentational devices and incorporate them into their own writing.	
• *Punctuating bullet points consistently.'*	Year 6.	
'Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.'	Using correct grammatical terminology is an integral part of the whole reading and writing programme.	

National Curriculum English Appendix 1: Spelling Years 5-6

English Appendix 1: Spelling Years 5 and 6 content	Read Write Inc. Literacy and Language	Read Write Inc. Spelling
'Endings which sound like /ʃəs/ spelt –cious or –tious.'		Year 5 Unit 10 Words ending in *shus* spelt **-cious** Year 5 Unit 11 Words ending in *shus* spelt **-tious**
'Endings which sound like /ʃəl/.'		Year 5 Unit 12 Words ending in *shul* spelt **-cial** or **-tial**
'Words ending in –ant, –ance/–ancy, –ent, –ence/–ency.'		Year 5 Unit 6 Words ending in **-ent** Year 5 Unit 7 Words ending in **-ence** Year 5 Unit 9 Words ending in **-ant, -ance** and **-ancy**
'Words ending in –able and –ible.'		Year 5 Unit 2 Words ending in **-ible** Year 5 Unit 3 Words ending in **-able**
'Words ending in –ably and –ibly.'		Year 5 Unit 5 Words ending in **-ibly** and **-ably** Year 6 Unit 10 Words ending in -**ible** and -**able**
'Adding suffixes beginning with vowel letters to words ending in –fer.'		Year 6 Unit 4 Suffixes (4) *(adding suffixes beginning with a vowel)*
'Use of the hyphen.'		Year 6 Special focus 9 Hyphens
'Words with the /i:/ sound spelt ei after c.'		Year 5 Unit 8 The *ee* sound spelt **ei** Year 6 Unit 9 The spellings **ei** and **ie**
'Words containing the letter-string ough.'		Year 5 Special focus 1 Words that contain the letter-string **ough** Year 6 Special focus 1 Words containing the letter-string **ough**
'Words with 'silent' letters.'		Year 5 Unit 1 Words with silent letter **b** Year 5 Unit 4 Words with silent letter **t**

		Year 6 Unit 8 Silent letters *(silent **k, g, l, n**)*
'Homophones.'		Year 5 Special focus 2 Homophones Year 6 Special focus 3, 6, 12 Homophones and other words that are often confused
'Years 5 and 6 word list.'		Year 5 Special focus 1 (Orange words) Year 5 Special focus 3 (Orange words) Year 5 Special focus 4 (Orange words) Year 5 Special focus 6 (Orange words) Year 5 Special focus 7 (Orange words) Year 5 Special focus 9 (Orange words) Year 5 Special focus 10 (Orange words) Year 5 Special focus 11 (Orange words) Year 5 Special focus 12 (Orange words) Year 6 Special focus 2 (Orange words) Year 6 Special focus 4 (Orange words) Year 6 Special focus 5 (Orange words) Year 6 Special focus 7 (Orange words) Year 6 Special focus 8 (Orange words) Year 6 Special focus 11 (Orange words) Orange words (which include all the words on the National Curriculum words list for Years 5/6) are on printable display copies in the online materials. These words are used in a variety of activities, such as Jumping orange words, Dictation and Words to log and learn.

English Appendix 2: Vocabulary, grammar and punctuation Years 5-6 content	*Read Write Inc.* Literacy and Language	*Read Write Inc.* Spelling
Word		

*'Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, -ate, -ise; -ify].'*	Year 5.	
*'**Verb prefixes** [for example, dis-, de-, mis-, over- and re-].'*	Year 5.	
'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].'	Year 6.	
'How words are related by meaning as synonyms and antonyms [for example, big, large, little].'	Year 6.	
Sentence		
*'**Relative clauses** beginning with* who, which, where, when, whose, that, *or an omitted relative pronoun.'*	Year 5.	
*'Indicating degrees of possibility using **adverbs** [for example,* perhaps, surely] *or **modal verbs** [for example,* might, should, will, must].'	Year 5.	
*'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)].'	Year 6.	
'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].'*	Year 6. Year 6.	
Text		
*'Devices to build **cohesion** within a paragraph [for example,* then, after that, this, firstly].'	Year 5.	

*'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].'*	Year 6.	
*'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.'***	Year 5. Year 6.	
'Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].'	Year 5. Year 6.	
Punctuation		
'Brackets, dashes or commas to indicate parenthesis.'	Year 5.	
'Use of commas to clarify meaning or avoid ambiguity.'	Year 5.	
*'Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, It's raining; I'm fed up].'*	Year 6.	
'Use of the colon to introduce a list and use of semi-colons within lists.'	Year 6.	
***'Punctuation** of bullet points to list information.'*	Year 6.	
'How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].'	Year 6.	
Terminology for pupils		
'Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, Cohesion, ambiguity.'	This terminology is built into the programme for Year 5 and is introduced where relevant to different texts and writing tasks. Teachers model	

	how to use these words and children are expected to understand and use these words accurately and confidently.	
'Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.'	This terminology is built into the programme for Year 6 and is introduced where relevant to different texts and writing tasks. Teachers model how to use these words and children are expected to understand and use these words accurately and confidently.	