

# **English in Year 5/6**

# Reading

- They are **NOT** too old for a bedtime story!
- Use reading together as an opportunity to model and practise reading aloud with confidence and expression
- Let your child have more control of their reading choices, but encourage them to choose challenging material
- Talk with them about their reading...

# Questions you might discuss:

## Before reading:

- Looking at the title, cover and illustrations/pictures, what do

you think will happen in this book?

- What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be problem in the story?

## Why?

- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family?

## How?

- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

## **During reading:**

- **What has happened so far in the story?**
- **What do you predict will happen next?**
- **How do you think the story will end?**
- **Why do you think the character did \_\_\_\_\_?**
- **What would you have done if you were the character?**
- **How would you have felt if you were the character?**
- **When you read, what pictures did you see in your head?**

## **How did you imagine it looked like?**

- **What are you wondering about as you read? What questions do you have?**
- **Think about the predictions you made before reading; do you still think the story will go that way? Why or why not?**

## **How do you think it will go now?**

## **After reading:**

- **Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?**
- **Were your predictions correct? Where did you have to fix your prediction as you read?**
- **If there was a problem, did it get solved? How did the character try to solve the problem?**
- **What happened because of the problem?**
- **Did any of the characters change through the story? Who changed, and how did they change?**
- **Why do you think the author wrote this?**
- **What is the most important point that the author is trying to make in his/her writing?**
- **What was your favourite part? Why?**
- **If you could change one part, what would you change?**
- **If you could ask the author a question, what would you ask?**
- **Can you retell the story in sequence order?**
- **Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?**
- **Does this book remind you of another book you know? How? Does it remind you of something you've experienced in real life?**

**Can you help me choose a book to challenge my child?**

**<https://www.booktrust.org.uk/booklists/1/100-best-books-9-11/>**

# Spelling

**So, what will my child  
learn to spell in Year  
5/6?**

# Spelling rules:

These will be taught over the year.

**ough**

**cial/tial**

**ant/ent**

**ance/ence**

**ancy/ency**

**ie/ei**

**able/ible**

**ably/ibly**

**cious/tious**

**silent letters**

**-fer+suffix**

**use of the hyphen**

**homophones**



We use 'spelling intelligence' strategies to help them really LOOK at the word they are learning to spell.

Can you teach yourself to spell...

catoptromancy?

Learning how to spell

Different  
sizes of  
letters

woman - WoMaN

returning - ReTuRnInG

Learning how to spell

Look for  
small words

inside the word

about - a, out, bout

teacher - tea, each,

her, ache

Learning how to spell

Syllables/Chunks

Breaking the words  
into parts / clapping  
the sounds



going

go/ing

running

run/ning

returned

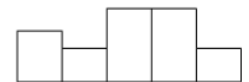
re turn ed

Learning how to spell

Shapes of  
words

Draw the shape of  
the word

table



# They also learn to spell 100 from the national curriculum list, using the same strategies.

Name: \_\_\_\_\_

bargain  
definite  
develop  
familiar  
forty  
identity  
lightning  
marvellous  
relevant  
suggest

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached

available  
average  
awkward  
bruise  
category  
cemetery  
communicate  
community  
competition  
controversy

convenience  
correspond  
criticise  
curiosity  
desperate  
determined  
dictionary  
disastrous  
environment  
equipped

especially  
exaggerate  
excellent  
existence  
explanation  
foreign  
frequently  
government  
harass  
hindrance



immediately  
individual  
interfere  
interrupt  
language  
leisure  
mischievous  
muscle  
necessary  
neighbour

nuisance  
occupy  
occur  
opportunity  
persuade  
physical  
prejudice  
privilege  
profession  
programme

pronunciation  
recognise  
recommend  
restaurant  
sacrifice  
secretary  
shoulder  
signature  
sincerely  
soldier

stomach  
sufficient  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle

committee  
conscience  
conscious  
embarrass  
guarantee  
parliament  
queue  
rhyme  
rhythm  
yacht



**These are two areas of grammar all Year 5/6 pupils meet:**

**Relative clauses:**

**Macbeth, who was a fierce warrior, was hungry for power.**

**The elderly man, whose coat flapped around him, struggled to walk against the wind.**

**Using the passive voice:**

**The window was broken by the football.**

**The necklace was stolen by a masked intruder.**

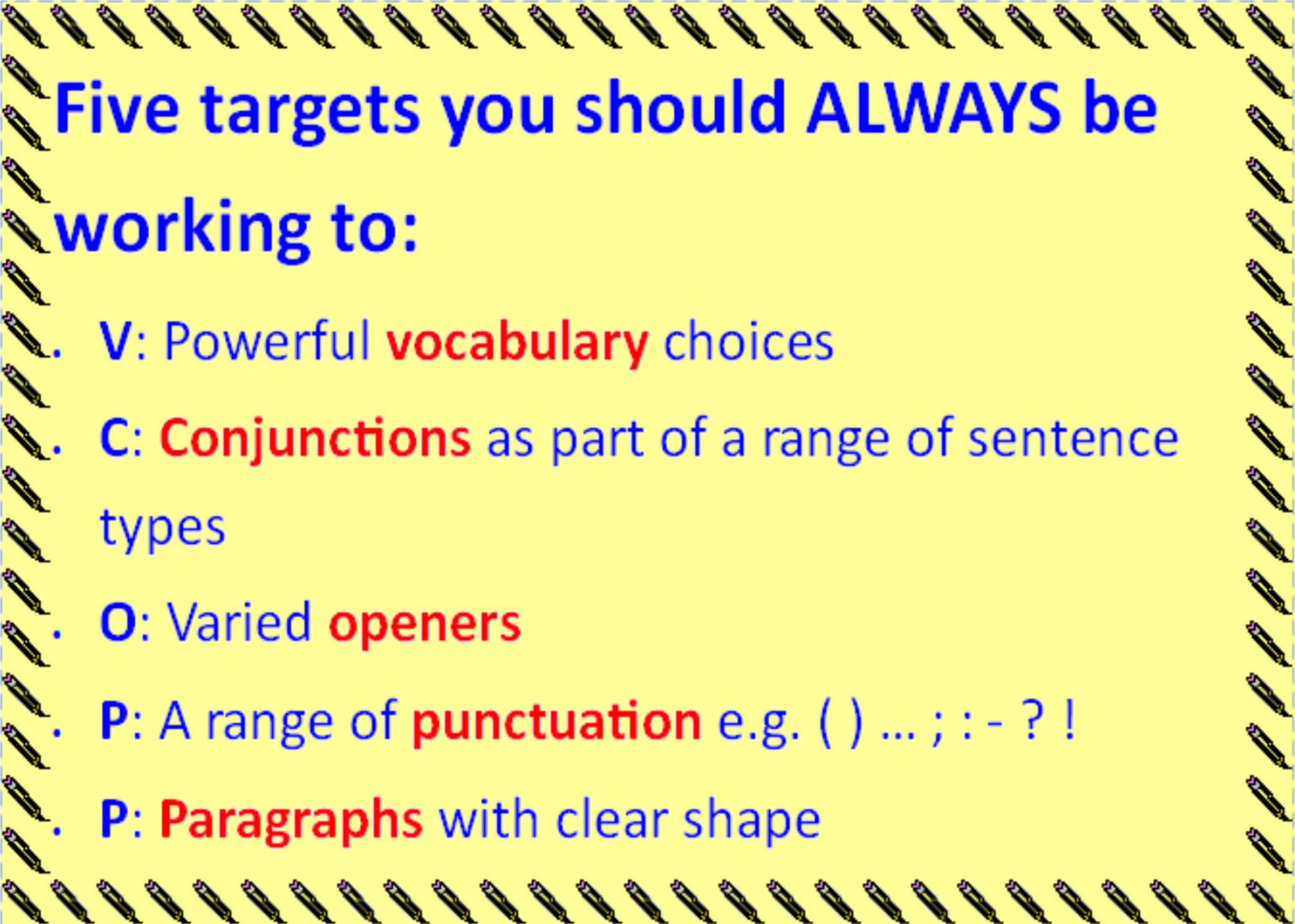
**We refer to these a lot!**



who  
which  
that  
whose  
whom

The young man <sup>^</sup> thought he heard a noise.

Can you add a relative clause of your own for this image?  
Remember to add a pair of commas!



# Five targets you should ALWAYS be working to:

- . V: Powerful **vocabulary** choices
- . C: **Conjunctions** as part of a range of sentence types
- . O: Varied **openers**
- . P: A range of **punctuation** e.g. ( ) ... ; : - ? !
- . P: **Paragraphs** with clear shape

# At the end of Year 6, the children take a SPaG test.

15

Which sentence is written in Standard English?

Tick one.

I went to the library and done my homework.

They seen their friends at the cinema.

I been to the circus with my aunt and uncle.

I sang with the school choir in the concert.

27

Underline the **subordinate clause** in each sentence below.

Although it was getting late, Dan still hadn't finished his homework.

If you get hungry, help yourself to a snack.

I really enjoy swimming, despite finding it difficult.

**Where to find a list of definitions  
of the grammatical terms we use  
in school:**

**[https://www.gov.uk/gov  
ernment/uploads/system/  
uploads/attachment\\_data  
/file/335190/English\\_A  
ppendix\\_2\\_-  
\\_Vocabulary\\_grammar\\_and  
\\_punctuation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)**