

# Language

## Reading

### Year 5

#### IB Phase 4

Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

#### First Steps Transitional Phase

In this phase readers are beginning to integrate strategies to identify unknown words and to comprehend text. These strategies, combined with an increasing bank of sight words, enable readers to read texts such as novels, newspapers and websites with familiar content, fluently and with expression. Transitional readers reflect on strategies used and are beginning to discuss their effectiveness.

#### Conceptual Understandings IB4

Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference material to conduct research.

## Learning outcomes

### Use of Text

Read and demonstrate comprehension of texts by: identifying the main idea(s) citing supporting detail

Read and demonstrate comprehension of texts by: selecting events from a text to suit a specific purpose

Read and demonstrate comprehension of texts by: linking ideas, both explicit and implicit, in a text, e.g. cause and effect

Use reference books, dictionaries, and computer and web-based applications with increasing independence

Locate and select texts appropriate to purpose and audience, e.g. use search engines, check currency of information

Read texts at an age appropriate level with understanding

## Contextual Understanding

Understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters

Recognise that authors and illustrators attempt to position readers

Recognise devices that authors and illustrators use to influence construction of meaning, e.g. visual clues, layout, omissions

Distinguish between fact and opinion, and reach their own conclusions about what represents valid information

## Conventions

Explain how a range of text forms vary by using knowledge of: purpose, e.g. to persuade

Explain how a range of text forms vary by using knowledge of: text structure, e.g. problem and solution

Explain how a range of text forms vary by using knowledge of: language features, e.g. conjunctions

Recognise an increasing bank of words in different contexts, e.g. subject specific words

## Processes and Strategies

Determine unknown words by using word-identification strategies, e.g. analogy

Draw upon a wide knowledge base to comprehend, e.g. text structure and organisation, grammar, vocabulary

Identify relevant and reliable information and decide on appropriate ways to use it

Use an increasing range of strategies to comprehend, e.g. determining importance, summarising

Reflect regularly on reading and set future goals

## Possible Report Comments

### Use of Text

Use reference books, dictionaries, and computer and web-based applications with increasing independence

Locate and select texts appropriate to purpose and audience, e.g. use search engines, check currency of information

Read texts at an age appropriate level with understanding

## Contextual Understanding

Distinguish between fact and opinion, and reach conclusions about what represents valid information

Recognise techniques that authors and illustrators use to influence construction of meaning, e.g. visual clues, layout

## Conventions

Explain how a range of text forms vary by using knowledge of: purpose, e.g. to persuade

Explain how a range of text forms vary by using knowledge of: text structure, e.g. problem and solution

Explain how a range of text forms vary by using knowledge of: language features, e.g. conjunctions

Recognise an increasing bank of words in different contexts, e.g. subject specific words

## Processes and Strategies

Determine unknown words by using word-identification strategies, e.g. analogy

Use an increasing range of knowledge and strategies to comprehend, e.g. text structure and organisation, determining importance, summarizing

Identify relevant and reliable information

## Writing

### Year 5

#### IB Phase 4

Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

#### First Steps Transitional Phase

Transitional writers show increasing control over the conventions of writing such as punctuation, spelling and text organisation. They consider audience and purpose when selecting ideas and information to be included in texts. They compose a range of texts, including explanations, narratives, brochures and electronic presentations. Writing shows evidence of a bank of known words that are spelt correctly. Transitional writers are moving away from a heavy reliance on sounding out and are beginning to integrate visual and meaning-based strategies to spell unknown words.

#### Conceptual Understandings IB5

Stories that people want to read are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author's intention clear. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Knowing what we aim to achieve helps us to plan and develop different forms of writing. Through the process of planning, drafting, editing and revising, our writing improves over time.

## Learning outcomes

### Use of Text

Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing

Write independently demonstrating a personal voice as a writer

Include essential information and brief elaboration or description

### Contextual Understanding

Explain the purpose and audience of a range of familiar text forms

Select ideas to include in own text to suit purpose and audience

Discuss alternatives about how to represent characters or people, events and ideas when composing texts

### Conventions

Know less common letter patterns and the sounds they represent, e.g. tion, ph

Use knowledge of written code patterns to accurately spell high-frequency and familiar words

Select vocabulary and supporting details to achieve desired effects

Work independently to produce written work that is legible and well-presented

Use basic punctuation that is mostly correct, e.g. when punctuating dialogue

Organise ideas and paragraphs in logical sequence

Use simple and compound sentences that are grammatically correct and have a variety of structures, beginnings and lengths and use some complex sentences that are mostly grammatically correct

Attempt to use passive voice

### Processes and Strategies

Use planning aids to plan and organise writing, e.g. flow charts, storyboards

Use an increasing range of strategies throughout the writing process, e.g. determining importance

Draw upon semantic, graphophonic and syntactic knowledge when writing, e.g. vocabulary knowledge, text-structure knowledge

Use an increasing range of strategies to spell unknown words, e.g. using visual memory

Use a dictionary and thesaurus to check spelling accuracy, broaden vocabulary and enrich their writing

Check punctuation, variety of sentence starters, spelling and presentation

Realise that writers ask questions of themselves and identify ways to improve their writing, e.g. "Is this what I meant to say?" "Is it relevant?"

Work with a partner to discuss and improve each other's work, taking the roles of authors and editors

Plan for and create a published text that reflects the intended purpose and needs of the audience

### Possible Report Comments

#### Use of Text

Write for a range of purposes, using appropriate structures, features and styles

Write independently, demonstrating a personal voice as a writer

#### Contextual Understanding

Explain the purpose and audience of a range of text forms

#### Conventions

Spell high-frequency and familiar words accurately

Select vocabulary and supporting details to achieve desired effects

Produce written work that is legible and well-presented

Use punctuation correctly, e.g. when punctuating dialogue

Organise ideas and paragraphs in logical sequence

Write simple, compound and complex sentences using accurate grammar

### Processes and Strategies

Use an increasing range of strategies throughout the writing process, e.g. determining importance

Use an increasing range of strategies to spell unknown words, e.g. using visual memory

Use a dictionary and thesaurus to check accuracy, broaden vocabulary and enrich their writing

Edit punctuation, sentence structure and spelling accurately

Plan for and create a published text that reflects the intended purpose and needs of the audience

## Additional documentation to support learning of Spelling

### Year 5

#### Morphology

Recognise and understand the morphemes in compound words where the morphemes are less commonly used alone, e.g. cornmeal, wardrobe, forefront

Recognise and know how to use less common derivational prefixes with less obvious meanings, e.g. hyper-active; in-effective

Recognise and know how to use derivational suffixes that change the spelling and pronunciation of the base word, e.g. agility – agile-ity; Chinese – China-ese

#### Phonology graphology

Recognise and use less common graphemes with etymological explanations, e.g. kayak, emoji

Recognise and use silent letters in the middle of words with an etymological explanation e.g. ghost

#### Orthography

Understand how the grammatical category of possessives is signaled through apostrophes and how to use apostrophes with collective nouns, e.g. children's writing and plurals, e.g. students' writing

#### Etymology

Recognise and do some independent investigations of words that come from other languages in words they read in books, e.g. kaleidoscope, and use in other curriculum areas, e.g. perimeter

Understand why words are not spelled the way they sound because of the history of English – focus on trade expansion, e.g. catamaran, kismet

Understand that some letter patterns in English are explained by their etymology, e.g. kayak (Innuit), unique (French)

Recognise words can come from people's names or places (eponyms), e.g. macadamia

Recognise words can represent sounds (onomatopoeia), e.g. whisper, sneeze

Recognise words can be made by combining parts of other words (portmanteaus), e.g. chortle

Recognise words can be made from abbreviations, e.g. scuba, movies

## Visual

Use visual memory to check phonically irregular words

## Listening and Speaking

### Year 5

#### IB Phase 4

Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

#### First Steps Consolidating Phase

In this phase, students use most language structures and features of Standard English appropriately when speaking in a range of contexts. They show increasing awareness of the needs of their audience. They experiment with ways to adjust listening and speaking to suit different purposes.

#### Conceptual Understandings IB4

Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other

## Learning outcomes

### Use of Text

Listen effectively to obtain specific information from informational and expressive spoken texts

Present their own point of view and respect the views of others

Identify and expand on main ideas in familiar oral texts

Generate and modify ideas and opinions through discussions

### Contextual Understanding

Understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs /groups to develop oral presentations

Argue persuasively and defend a point of view



Appreciate that language is not always used literally; understand and use the figurative language of their own culture

Experiment with a range of devices to enhance meaning of spoken texts, e.g. volume, simile, rhyme, common sayings

Listen and respond appropriately to instructions, questions and explanations

### Conventions

Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context

Realise that grammatical structures can be irregular and begin to use them appropriately and consistently

Recognise that different forms of grammar are used in different contexts

Select listening behaviours to suit purpose and audience

### Processes and Strategies

Explain and discuss their own writing with peers and adults

Begin to paraphrase and summarise

Organise thoughts and feelings before speaking

Verbalise their thinking and explain their reasoning

Use a variety of processes and strategies when listening, e.g. ask questions to seek confirmation

### Possible Report Comments

#### Use of Text

Generate and modify ideas and opinions through discussions

#### Contextual Understanding

Argue persuasively and justify a point of view

#### Conventions

Use a range of vocabulary in different situations, indicating awareness of purpose and audience

#### Processes and Strategies

Verbalise thinking and explain reasoning

## Viewing and Presenting

### Year 5

#### IB Phase 4

Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

#### First Steps Consolidating Phase

Students integrate a variety of strategies for interpreting more complex visual texts. They recognise that all texts are constructed for particular purposes, contexts and audiences. Students understand how codes and conventions contribute to the construction and interpretation of different texts. They understand that text interpretation can differ according to the background knowledge of viewers.

#### Conceptual Understandings IB4

Visual texts have the power to influence thinking and behaviour. Interpreting visual texts involves making an informed judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet.

## Learning outcomes

### Use of Text

Interpret visual cues in order to analyse and make inferences about the intention of the message

Tell how the words and pictures work together to convey a particular message, e.g. discuss a newspaper report

Explain how relevant personal experiences can add to the meaning of a selected film/movie, write and illustrate a personal response

Recognise interrelationships of images, photographs, diagrams, illustrations and written text in constructing meanings

### Contextual Understanding

Realise that individuals interpret visual information according to their personal experiences and different perspectives

Recognise the effects of language forms such as technical words in visual texts and the possible impact on viewers

Recognise that audiences make their own interpretation of texts dependent on personal experience

Explain how the elements of a multimodal text have been selected to produce meaning for a specific purpose

Realise that visual presentations have been created to reach out to a particular audience and influence the audience in some way; discuss the effects used and how they might influence the audience

Understand and explain how visual effects can be used to reflect a particular context

Analyse and interpret the ways in which visual effects are used to establish context

### Conventions

Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects

Show how body language, e.g. facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning

Explain similarities and differences of multimodal texts such as purpose, organisation and structure

Use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, e.g. mood, media, juxtaposition, proportion

### Processes and Strategies

Navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations

Analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, e.g. dominant images, use of colour, texture, symbolism

Make connections and confirm predictions by making strategic use of the cues

### Possible Report Comments

#### Use of Text

Identify techniques that make visual texts effective

#### Contextual Understanding

Understand and explain how visual effects can be used to influence the audience

#### Conventions

Use appropriate terminology to identify a range of visual effects and formats, e.g. mood, camera angle, foreground/background

Critically analyse the impact of visual effects, e.g. mood, media, proportion

#### Processes and Strategies

Navigate the Internet in response to verbal and visual prompts

Use ICT to prepare own presentations