

English Knowledge Organiser Year 5 and Year 6

How do we teach the children to read and write?

By year 6, children should be writing good, extended pieces and have a good knowledge of different styles of writing and what is needed for each. Across the school we chose high quality texts to study in Literacy lessons and to support extended learning in KS2. We want children to have the opportunity to read and study different texts to be opened to different vocabulary.

How to help your child:

- Do not put too much pressure on the SATs. The knowledge should be built up and used without scaring the children.
- Ask your child about their Literacy and Whole class reading texts. Get them to tell you about them.
- Encourage your child to write stories, diaries, letters.
- Inspire reading for pleasure and let them see you read!
- Ensuring your child is completing any homework set.

Useful links:

- National Curriculum/ Development Matters - search on internet.
- <https://www.scholastic.co.uk/piecorbett/resources> - Good quality texts split into age groups.
- <http://www.keystage2literacy.co.uk/> - KS2 Literacy support.
- <https://www.satspapersguide.co.uk/sats-preparation-guides/preparation-guide-year-six/> - SATS support.

GPS (grammar, punctuation and spelling)

GPS lessons are taught as discrete lessons weekly, however the content is usually followed up and pulled in through other Literacy lessons and Big Write pieces. By the end of year 6 pupils should have good knowledge of using full and varied punctuation for different in different styles. They should be able to use the passive voice for purpose and different features in their writing to convey and clarify meaning. The skills will be built up over the years at primary school and all solidified in year 6 for extended use. The children should also be able to speak and listen to each other, using questions and building up knowledge and articulate arguments.

Modal verb – an auxiliary verb expressing necessity eg. might

Relative pronoun – marks the relative clause eg. whom, which

Relative clause – a clause that is attached to an antecedent by a relative pronoun such as *who, which, or that*.

Parenthesis – a word or phrase inserted as an explanation or afterthought using dashes, brackets or commas.

Colon – precedes an explanation or list.

Bullet points – symbols starting items eg in a list.

Cohesion – the action or fact of forming a united whole.

Ambiguity - being open to more than one interpretation.

Key vocabulary

Subject – the main part of the sentence.

Object – person or thing who received the action of the verb.

Active – refers to a type of sentence or clause in which the subject performs or causes the action expressed by the verb.

Passive – The **passive** voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action.

Synonym – a word that means the same thing as another word eg. shut and close

Antonym – a word that is a complete opposite to another eg. bad and good.

Ellipsis – punctuation mark to show tension consisting of three dots.

Hyphen – a line to join words or phrases together.

Reading

Whole class reading novels in year 3 and 4 are:

Year 5: Stormbreaker, Tom's Midnight Garden, Holes.

Year 6: Romeo and Juliet, Clockwork, The Nowhere Emporium.

Other poetry, non-fiction texts and wordless texts are used to cover all objectives.

Whole class reading is split into four lessons which concentrate on different aspects of reading: prediction and vocabulary, retrieval, inference and explanation and summarising. Children should be able to read with fluency to a reasonable speaking pace and be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and understanding.

Writing

In English the children are now expected to understand how to use a full range of punctuation, to write with a wide variety of sentence structures, use powerful vocabulary and have generally accurate spelling of all words. There are many more 'expected' aspects to both English and maths but these are some of the newer ones. Pupils should be able to plan their writing with a purpose and understanding of the audience, selecting the appropriate form and using similar writing as models for their own. They should be able to draft and edit their own work, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. This is also to proof-read, whilst checking and changing any spelling or punctuation errors.

By the end of year 6 the children's handwriting should be neat, joined and legible.

Key Vocabulary – Reading

Retrieval	Finding information from a text.
Prediction	Saying what you think might happen next or as a result of something.
Comprehension	Understanding and answering questions about what has been read.
Inference	Making assumptions about what is happening in the text from what you already know.
Deduction	Using evidence in a text to support an idea.
Summarise	To give a brief summary of what the chapter/text has been about.

How to help:

- Ensure your child is reading at least 4 times a week – both alone and to you.
- Ask your child questions about what they are reading.
- Visit local libraries.
- Let your child see you read.
- Make reading enjoyable – not a battle – let them read what interests them.

Key Vocabulary – writing

Paragraph	A distinct piece of writing usually written on a specific topic.
Punctuation	Brackets, dashed or commas to indicate parenthesis. Use of commas to clarify meaning or to avoid ambiguity.
Text Words	Building cohesion within a paragraph. How words are related by meaning as synonyms and antonyms eg. big, large, little.
Sentence	Use of the passive to effect the presentation of information in a sentence.
Genres covered:	Persuasive Letters, Viking play scripts, newspaper reports, persuasive writing using battle cries, Old Norse Poetry. Also, Mayan myths, Michael Rosen poetry, flashbacks, a balanced argument and descriptive nature documentaries.

How to help:

- Remind your child to try and speak in grammatically correct sentences.
- Encourage free writing and story writing to concrete writing skills.
- Speak positively about writing to your child!
- Ensure homework is completed and speak to a teacher if there is something your child is stuck on!