
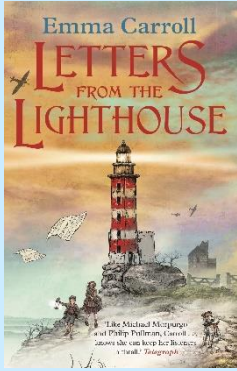



What's happening this half term:		Year 5 Autumn Term 1 English			Year 5 National Curriculum content																					
<p>Short story based on 'Letters from the Lighthouse.' - First person narrative</p> <ul style="list-style-type: none"> Use non phrases to describe characters and settings. Use dialogue to convey character and advance action. <p>Biographical account of life and achievements of Sir Tim Berners- Lee</p> <ul style="list-style-type: none"> Use commas to clarify meaning Proofread and propose changes to punctuation. <p>Letter to an Agony Aunt</p> <ul style="list-style-type: none"> Select appropriate synonyms in my writing Indicate degrees of possibility by using modal verbs. 					<p>Word</p> <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify Verb prefixes e.g. dis-, de-, mis-, over-, re- 																					
					<p>Sentence</p> <ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when whose, that, or an omitted relative pronoun. Indicating degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. 																					
		<p>Text</p> <ul style="list-style-type: none"> Devices to build cohesion within a paragraph e.g. then, after that, this, firstly Linking ideas across paragraphs using adverbials of time, place and number, or tense choices e.g. he <i>had</i> seen her <i>before</i>. 																								
<p>Some words to learn to spell this half term:</p> <table border="1"> <tr><td>foreign</td><td>achieve</td><td>language</td></tr> <tr><td>desperate</td><td>recognise</td><td>sincerely</td></tr> <tr><td>suggest</td><td>account</td><td>document</td></tr> <tr><td>desire</td><td>humble</td><td>inspire</td></tr> <tr><td>advice</td><td>advise</td><td>concern</td></tr> <tr><td>remedy</td><td>solution</td><td>gadget</td></tr> <tr><td>desperate</td><td>excellent</td><td>opportunity</td></tr> </table>		foreign	achieve	language	desperate	recognise	sincerely	suggest	account	document	desire	humble	inspire	advice	advise	concern	remedy	solution	gadget	desperate	excellent	opportunity	 			<p>Punctuation</p> <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity.
		foreign	achieve	language																						
		desperate	recognise	sincerely																						
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desperate	excellent	opportunity																								
<p>Key vocabulary:</p>																										
<p>Modal verb</p>	<p>an additional verb that qualifies the main verb in a sentence e.g. must, should, could, might, may, will, does</p>																									
<p>Cohesion</p>	<p>the structure, grouping, linking and ordering of information to create meaning</p>																									
<p>Relative Clause</p>	<p>a word that is used to introduce a relative clause e.g. which, who, whose, that,</p>																									
<p>Clause</p>	<p>part of a sentence that does not make sense on its own e.g. kicking the ball</p>																									
<p>Ideas for reading this half-term:</p> <p>As a class, we will be reading 'Letters from the lighthouse' a story based in World War II.</p> <p>You may wish to read a book based on our World War II topic such as 'Goodnight Mr Tom'.</p>																										
<p>Examples of sentences taught this half-term, including 'Alan Peat' sentences:</p>	<p>1st Sentence type: Noun, which/where/who (relative clause). Mr Tims, who is my favourite teacher, is leaving the school soon.</p>																									
	<p>2nd Sentence type: An ing, ed sentence. Driving to town, he stopped to watch the UFO.</p>																									
	<p>3rd Sentence type: 2 pairs sentence. Exhausted and tired, cold and hungry, they did not know how much further they could go.</p>																									

Key Vocabulary: (choose 5 each half term from this list)

noun: the name of an object, place, time.

singular: a singular noun (e.g. lion) shows that there is only one object.

plural: a plural noun (e.g. lions) shows that there is more than one of that object.

determiner: a word that introduces and defines a noun e.g. a, an, the, these, those, every, many, two.

consonant: any letter of the alphabet that is not a vowel

vowel: five letters of the alphabet are vowels – a, e, i, o, u

proper noun: nouns that are names of people and places need capital letters.

pronoun: a word such as 'he', 'it', 'they' that are used instead of a noun.

relative pronoun: a word that is used to introduce a relative clause e.g. which, who, whose, that,

possessive pronoun: a pronoun that shows possession e.g. mine, ours, hers, his, theirs, and yours.

noun phrase: a short clause that uses adjectives to describe a noun

adjective: a word that describes a noun, including colours and sizes

verb: a word for an action. Changing the verb can change the tense of the writing

modal verb: an additional verb that qualifies the main verb in a sentence e.g. must, should, could, might, may, will, does

verb inflections: how verbs change according to tense or subject e.g. I do, he does

Standard English: the grammatically correct form of written and spoken English

dialect: local spoken forms of English that do not use the correct inflections e.g. you was

word family: a group of words that share a common root word and are similar in meaning

suffix: an ending that is added to the end of root word to change its meaning

prefix: a starter that is added to the beginning a root word to change its meaning

past tense: describing things that have happened in the past

present tense: describing things that happen now, or are happening now

present perfect tense: a recent past-tense verb form using has/have and the past participle

progressive tenses: using the verb 'to be' with the -ing form of the verb in the present or past tense

adverb: a word that describes how a verb is done – often ending in -ly

adverbial phrase: several words that do the job of an adverb, explaining how, why, where or how often a verb is done.

fronted adverbial: a phrase that opens a sentence explaining how or why the verb was done e.g. Later that day,

preposition: a word that describes the position of an object e.g. in, under, between, behind, through, outside,

punctuation: marks made in writing to help the reader understand what is written

apostrophe: a punctuation mark to show 1) letters are missing from a contracted word 2) something belongs to someone

contraction: the apostrophe of contraction shows a letter or letters are missing.

possession: the apostrophe of possession shows something belongs to someone

comma: a punctuation mark used to separate items in a list, or to separate clauses in a sentence

inverted commas: punctuation marks that go at the beginning and end of direct speech

direct speech: speech that shows exactly the words that were spoken or thought

hyphen: a short line that joins two words e.g. twenty-three, ice-cream

parenthesis: additional information added to a sentence using brackets, dashes or commas

brackets: a pair of curved vertical lines around additional information that indicate it can be ignored.

dashes: a pair of lines around additional information that indicate its greater importance and emphasis

sentence: an idea in words that makes sense, separated from other ideas using capital letters and punctuation.

ambiguity: when a sentence could be interpreted as having more than one meaning, confusing the reader

conjunction: a word that joins ideas together in a sentence e.g. *and*

clause: part of a sentence that does not make sense on its own e.g. kicking the ball

co-ordinating conjunction: when, if, that, because

subordinating conjunction: or, but, and

subordinate clause: a clause that begins with a subordinating conjunction e.g. because it was raining

statement: a statement is a factual sentence giving information: Jamie caught the ball.

question: a question uses wh-words or modal verbs e.g. where are you? Did you see it?

exclamation: an exclamation uses 'how' or 'what' but is not a question e.g. What a lovely day it is!

command: a sentence that is a command begins with an imperative verb e.g. Fetch the ball.

paragraph: a group of related sentences on a topic

cohesion: the structure, grouping, linking and ordering of information to create meaning

heading / subheading: titles for paragraphs to help the reader locate information quickly.

Introduction: the first paragraph of a piece of non-fiction writing that includes the definition and purpose

definition: a statement in an introduction that explains the subject that is being written about

purpose: a reason for writing e.g. to inform, to persuade, to entertain, to request, to complain

conclusion: the final paragraph of a piece of non-fiction writing that sums up the key points and tells the reader what to do next.