

**Rakegate Primary School**  
**Knowledge and Skills for Year 5**



<b>Key:</b> Speaking and Listening Reading and Writing Grammar Songs, stories and rhymes	<b>Working Towards</b>	<b>Expected</b>	<b>Greater De[pth]</b>	<b>Knowledge and Skills:</b>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Listen and understand a simple sentence</li> <li>• Respond to some familiar questions with support</li> <li>• <b>Join in with the words of song, story or rhyme</b></li> <li>• <b>Say, read and write a more complex sentence with support</b></li> </ul>	<ul style="list-style-type: none"> <li>• Listen and understand a more complex sentence</li> <li>• Ask and answer a variety of questions with support</li> <li>• Manipulate vocabulary to say a more complex sentence <b>positive and negative</b> with support</li> <li>• <b>Follow the text of a familiar song, story or rhyme</b></li> <li>• Use a bi-lingual dictionary to find the gender of a noun</li> <li>• Read (aloud) and show understanding of a more complex sentence</li> <li>• Write familiar complex sentences using a model and some from memory using <b>articles, nouns, verbs, adjectives, adverbial phrase</b></li> <li>• <b>Demonstrate understanding of gender of nouns</b></li> <li>• <b>Explain position of colour adjective.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Produce confidently a more complex sentence including e.g. <b>positive, negative, noun, pronoun adjectives, verb, adverbial phrase, definite/indefinite article</b></li> <li>• Ask and answer confidently a variety of questions</li> <li>• Apply phonic knowledge to read aloud unfamiliar words</li> <li>• Write complex sentences from memory with accuracy</li> <li>• <b>Apply the rules of adjectival agreement with accuracy</b></li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• listen attentively and show understanding by joining in and responding.</li> <li>• link the spelling, sound and meaning of words.</li> <li>• ask and answer questions</li> <li>• express opinions and respond to those of others.</li> <li>• ask for clarification and help.</li> <li>• speak in sentences.</li> </ul> <p><b>Reading and Writing</b></p> <ul style="list-style-type: none"> <li>• read and show understanding of words, phrases and simple texts.</li> <li>• read aloud with accurate pronunciation.</li> <li>• understand new words that are introduced into familiar written material</li> <li>• use a dictionary.</li> <li>• write words and phrases from memory.</li> <li>• adapt phrases to create new sentences.</li> <li>• describe people, places, things and actions in writing.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• gender of nouns - definite and indefinite articles.</li> <li>• singular and plural forms of nouns.</li> <li>• adjectives (place and agreement).</li> <li>• conjugation of key verbs (and making verbs negative).</li> </ul>

				<ul style="list-style-type: none"> <li>connectives and qualifiers, adverbs of time, prepositions of place.</li> </ul> <p style="color: #ff00ff;"><b>Songs, stories and rhymes</b></p>
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Children Working Towards	Expected	Greater Depth

**Year 5 Assessment Opportunities**

**Listening**

- The teacher reads or plays a recording of a text containing familiar and some unfamiliar vocabulary e.g. a description of a person, place or event. Children show understanding by: selecting picture or text cards and putting them in the correct order; drawing a sketch to show the information they hear; answering questions in English and French.
- Repeat the above activity but this time children listen for a specific phonemes. (Children could keep a tally of number of times they hear the phoneme).
- Dictate a selection of numbers for children to write down which could include telephone numbers.

**Speaking**

- Give pairs of children photos, flashcards or real items linked to a recent area of learning. They take it in turns to select one of the above and give some basic information including an opinion. Look for correct use of the negative and encourage children to use as wide a range as possible of verbs e.g. I love, I detest. • Encourage children to use phrases to seek clarification and help e.g. Can you repeat that? I'm sorry I don't understand? How is that written in French/German/Spanish? during language lessons.
- Children take part in a brief interview asking and answering up to six familiar questions. They extend their range of conjunctions to include e.g. because and try to include elements of the future tense.
- Revise previously learnt conversational language. Children work in pairs to develop their own conversations. Puppets can be used to create new characters to give opportunities to include a wider range of questions and answers. Other members of the class use '2 stars and a wish' approach to give feedback on performance
- Working in pairs, children practise and perform a poem to the class.
- Working with a partner, children take it in turns to choose a familiar word for the other partner to spell aloud. The word is written down according to the partner's spelling, and then both children check the word in a bilingual dictionary.

**Reading**

- Children work in pairs on a text of 80 - 100 words. For example, an email from their partner school. They summarise its meaning in English orally or in writing.
- Give each child a text of 80 - 100 words, which describes e.g. an animal, person or place. Children complete a fact file in English, recording key information. Writing
- Display a familiar text on the board. Children work in pairs to create new sentences, substituting alternatives for selected words.

- Children prepare a booklet based on a recent area of learning such as the planets based on an example that they have discussed as a class. Encourage children to add interest to their writing by including adjectives. Children seek support from word and phrase bank and check their spelling in a bilingual dictionary.

### **Grammar**

- Prepare a worksheet with a few sentences which express opinions e.g. I like art, I like swimming, I like milk and ask children to rewrite the sentences so that they express the opposite e.g. I don't like art.
- Children work in pairs. They each have a grid to record what their partner is going to eat for lunch during the school week. They complete their grid by asking their partner e.g. What are you going to eat on Wednesday? They listen to the reply and draw the food on their grid.
- Divide a worksheet into two columns with a limited selection of nouns (with definite/indefinite articles) in one column the same number of adjectives jumbled up in the second column. Ask children to match the nouns with the correct adjective.