



The Core Knowledge Sequence UK

English Language and Literature: Year 5

I. WRITING, GRAMMAR, AND USAGE

Teachers: Children should be given many opportunities for writing, both imaginative and expository, but place a stronger emphasis than in previous years on expository writing, including, for example, summaries, book reports and descriptive essays. Provide guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. Children should be given more responsibility for (and guidance in) editing for organisation and development of ideas and proofreading to correct errors in spelling, usage and mechanics. In Year 5, children should be able to spell most words or provide a highly probable spelling, and know how to use a dictionary to check and correct words that present difficulty. They should receive regular practice in vocabulary enrichment.

A. WRITING AND RESEARCH

- Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems and letters—with a coherent structure of storyline.
- Know how to gather information from different sources (such as in encyclopaedias, magazines, interviews, observations, atlases and the Internet), and write short reports presenting the information in his or her own words.
 - Understand the purpose and audience of the writing.
 - Define a main idea and stick to it.
 - Provide an introduction and a conclusion.
 - Organise material in coherent paragraphs.
 - Document sources in a rudimentary bibliography.
- Organise material in paragraphs and understand the following:
 - How to use a topic sentence
 - How to develop a paragraph with examples and details
 - That each new paragraph is indented

B. GRAMMAR AND USAGE

- Understand the components of a complete sentence.
 - Identify the subject and predicate in single-clause sentences.
 - For example (subject is in bold and predicate is in italics): **Anna** *scored a goal*.
 - Distinguish complete sentences from fragments.
- Identify the subject and verb in a sentence and understand that they must agree.
- Identify active and passive verbs
- Identify and use different sentence types: declarative, interrogative, imperative and exclamatory.
- Know the following parts of speech and how they are used: nouns, pronouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions (*and, but, or*), prepositions and interjections.
- Know how to use the following punctuation:
 - End punctuation: full stop, question mark or exclamation mark
 - Colons and semi colons: causing a break in a sentence, linking ideas together
 - Comma: between city and county in an address, in a series, after *yes* and *no*, before conjunctions that combine sentences, inside speech marks in dialogue.
 - Apostrophe: in contractions, in singular and plural possessive nouns
 - Quotation marks: for titles of poems, songs, short stories and magazine articles.

- Speech marks for dialogue/direct speech
- Understand what synonyms and antonyms are, and provide synonyms and antonyms for given words.
- Know what prefixes and suffixes are and how they affect word meaning (see below).
- Prefixes
 - *im, in* (as in 'impossible', 'incorrect')
 - *non* (as in 'non-fiction', 'non-violent')
 - *mis* (as in 'misbehave', 'misspell')
 - *en* (as in 'enable', 'endanger')
 - *pre* (as in 'prehistoric', 'premature')
- Suffixes
 - *ily, y* (as in 'easily', 'speedily', 'tricky')
 - *ful* (as in 'thoughtful', 'wonderful')
 - *able, ible* (as in 'washable', 'flexible')
 - *ment* (as in 'agreement', 'amazement')
- Correct usage of problematic homophones [Review from Year 4]
 - There, their, they're
 - Your, you're
 - Its, it's
 - Here, hear
 - To, too, two

II. POETRY

Teachers: The poems listed here constitute a selected core of poetry for this year group. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage children to read it aloud so they can experience the music in the words. At this age, poetry should be a source of delight; technical analysis should be delayed until later years.

A. POEMS

- Become familiar with the following works:
 - Dreams (Langston Hughes)
 - Fog (Carl Sandburg)
 - The Lady of Shallot (Alfred, Lord Tennyson)
 - Monday's Child Is Fair of Face (traditional)
 - The Pobble Who Has No Toes (Edward Lear)
 - The Rhinoceros (Ogden Nash)
 - Sky in the Pie (Roger McGough)
 - A Tragic Story (William Makepeace Thackeray)

B. LITERARY TERMS

- Become familiar with and able to use the following literary terms:
 - Stanza and line
 - Rhythm
 - Rhyme
 - Mood

III. FICTION

Teachers: In Year 5, children should be fluent, competent readers of appropriate materials. Decoding skills should be automatic, allowing the children to focus on meaning. Regular practice in reading aloud and independent silent reading should continue. Children should read outside school for at least 20 minutes daily.

The titles below constitute a selected core of stories for this year group. Teachers and parents are encouraged to expose children to many more stories, and to encourage children to write their own stories. Children should also be exposed to non-fiction prose: biographies, books about science and history, books on art and music, etc. Also, engage children in dramatic activities, possibly with one of the stories below in the form of a play. Some of the stories below, such as *Gulliver's Travels* and *Robinson Crusoe*, are available in editions adapted for younger readers.

A. STORIES

- Become familiar with the following works:
 - The Fire on the Mountain (an Ethiopian folktale)
 - 'A voyage to Lilliput' from *Gulliver's Travels* (Jonathan Swift)
 - The Happy Prince (Oscar Wilde)
 - The Wonderful Chuang Brocade (a Chinese folktale)
 - *Robinson Crusoe* (Daniel Defoe)
 - *Treasure Island* (Robert Louis Stephenson)

B. MYTHS AND MYTHICAL CHARACTERS

- Become familiar with the following works:
 - Sir Gawain and the Green Knight

V. SAYINGS AND PHRASES

Teachers: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these saying by hearing them at home and among friends. However, this section of sayings has been one of the categories most appreciated by teachers who work with children from home cultures that differ from British culture.

- Become familiar with the following sayings and phrases:
 - Prevention is better than cure.
 - As the crow flies
 - Beauty is only skin deep.
 - The bigger they are, the harder they fall.
 - Birds of a feather flock together.
 - Blow hot and cold
 - Break the ice
 - Bull in a china shop
 - Bury the hatchet
 - Can't hold a candle to
 - Don't count all your chickens before they hatch.
 - Don't put all your eggs in one basket.
 - Gone to pot
 - Half a loaf is better than none.
 - More haste less speed
 - Laugh and the world laughs with you.
 - Lightning never strikes twice in the same place.
 - Live and let live.
 - Make ends meet.
 - Make hay while the sun shines.
 - Money burning a hole in your pocket.
 - Once in a blue moon
 - One picture is worth a thousand words.
 - Run-of-the-mill
 - Seeing is believing.
 - Shipshape and Bristol fashion

- Through thick and thin
- To go to Timbuktu
- It never rains but it pours
- You can lead a horse to water, but you can't make it drink.