

Grimsargh St Michael's C of E Primary School  
Long Term Planning: English  
**Year 5**

English Area of Study:	Heroes and Heroines	
	Autumn 1 A kingdom United	Autumn 2 Food, Glorious Food
<b>Reading</b>	<p><b>Legends of the British Isles</b></p> <ul style="list-style-type: none"> <li>Explore themes within and across texts e.g. heroism, friend or foe.</li> <li>Check that the text makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>Explore meaning of words in context.</li> <li>Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>Predict what might happen from information stated and implied.</li> </ul> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</p> <p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>Analyse the conventions of different types of writing e.g. formal presentations, persuasion.</li> <li>Scanning for key words and text marking to locate key information.</li> <li>Identifying how language, structure and presentation contribute to meaning e.g. persuasive speech.</li> <li>Explaining the effect on the reader of the authors' choice of language.</li> <li>Preparing formal presentation individually or in groups.</li> <li>Using notes to support presentation of information.</li> </ul>	<p><b>Stories with historical settings</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a range of fiction which they might not choose to read themselves.</li> <li>Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals.</li> <li>Explore meaning of words in context.</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary.</li> <li>Prepare formal presentations individually or in groups.</li> <li>Use notes to support presentation of information.</li> </ul> <p><b>Film and play scripts</b></p> <ul style="list-style-type: none"> <li>Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation).</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Prepare play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul> <p><b>Classic narrative poetry</b></p>

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	<ul style="list-style-type: none"> <li>Responding to questions generated by a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> <li>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</li> <li>Explore, recognise and use the terms <i>metaphor</i>, <i>simile</i>, <i>imagery</i>.</li> <li>Explain the effect on the reader of the authors' choice of language.</li> </ul>
<b>Writing</b>	<p><b>Legends of the British Isles</b></p> <ul style="list-style-type: none"> <li>Create and punctuate complex sentences using '-ed' openers.</li> <li>Identify the audience and purpose.</li> <li>Blending action, dialogue and description within and across paragraphs.</li> <li>Assessing the effectiveness of own and others' writing in relation to audience and purpose.</li> </ul> <p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</li> <li>Select the appropriate language and structures for audience and purpose</li> <li>Note and develop ideas.</li> <li>Draw on reading and research.</li> <li>Select appropriate grammar and vocabulary.</li> <li>Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul>	<p><b>Stories with Historical settings</b></p> <ul style="list-style-type: none"> <li>Create and punctuate complex sentences using -ing openers.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models.</li> <li>Think how authors develop characters and settings in books.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul> <p><b>Film and play scripts</b></p> <ul style="list-style-type: none"> <li>Demarcate complex sentences using commas and explore ambiguity of meaning.</li> <li>Identify and use brackets and dashes.</li> <li>Identifying the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Note and developing ideas.</li> <li>Think how authors develop characters and settings in films and performances.</li> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul> <p><b>Classic narrative poetry</b></p> <ul style="list-style-type: none"> <li>Create and punctuate sentences using simile starters.</li> <li>Select the appropriate language and structures.</li> </ul>

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		<ul style="list-style-type: none"><li>■ Use similar writing models</li><li>■ Assess the effectiveness of own and others' writing in relation to audience and purpose.</li><li>■ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li></ul>
<b>Punctuation and Grammar</b>	<ul style="list-style-type: none"><li>■ Create and punctuate complex sentences using -ed openers</li><li>■ Blend action, dialogue and description</li><li>■ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>.</li></ul>	<ul style="list-style-type: none"><li>■ Create and punctuate complex sentences using <i>-ing</i> openers.</li><li>■ Demarcate complex sentences using commas and explore ambiguity of meaning.</li><li>■ Identify and use brackets and dashes.</li><li>■ Create and punctuate sentences using simile starters.</li></ul>

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English Area of Study:	Our Changing World	
	Spring 1 Earthlings	Spring 2 Inventors and Inventions
<b>Reading</b>	<p><b>Science Fiction Stories</b></p> <ul style="list-style-type: none"> <li>Apply knowledge of prefixes to understand meaning of new words.</li> <li>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>Recommend books to their peers with reasons for choices.</li> <li>Express preferences about a wider range of books including modern fiction.</li> <li>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li> <li>Reread and read ahead to locate clues to support understanding.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).</li> </ul> <p><b>Information Booklets</b></p> <ul style="list-style-type: none"> <li>Read books and texts that are structured in different ways for a range of purposes.</li> <li>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</li> <li>Explore meaning of words in context.</li> </ul>	<p><b>Novel as a Theme</b></p> <ul style="list-style-type: none"> <li>Create complex sentences by using relative clauses with pronouns who, and where e.g. <i>Sam, <b>who</b> had remembered his wellies, was first to jump in the river. The house, <b>where</b> the robberies had taken place, stood on the hill.</i></li> <li>Use knowledge of root words to understand meanings of words.</li> <li>Apply knowledge of prefixes to understand meaning of new words.</li> <li>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>Explore themes within and across texts e.g. loss, heroism, friendship.</li> <li>Making comparisons within a text e.g. characters' viewpoints of same events.</li> <li>Read books that are structured in different ways for a range of purposes.</li> <li>Explore the meaning of words in context.</li> <li>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li> <li>Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>Predict what might happen from information stated and implied.</li> <li>Summarise main ideas drawn from more than one paragraph and identifying key details which support this.</li> <li>Explain the effect on the reader of the authors' choice of language.</li> <li>Distinguish between statements of fact or opinion within a text.</li> </ul>

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- Demonstrate active reading strategies e.g. generate questions to refine thinking, note thoughts in a reading journal.
- Scan for key words and text mark to locate key information.
- Identify how language, structure and presentation contribute to meaning.
- Distinguish between statements of fact or opinion within a text.
- Use knowledge of root words to understand meanings of words.

**Poems With a Structure**

- Listen to and discuss a range of poetry which they might not choose to read themselves.
- Analyse the conventions of different types of writing.
- Read texts that are structured in different ways for a range of purposes.
- Learn a wider range of poems by heart.
- Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.
- Explore meaning of words in context.

- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.
- Justifying opinions and elaborate by referring to the text (Point + Evidence + Explanation).

**Magazine: Information Text Hybrid**

- Analyse the conventions of different types of writing.
- Read texts that are structured in different ways for a range of purposes.
- Exploring meaning of words in context.
- Reread and read ahead to locate clues to support understanding.
- Scan for key words and text mark to locate key information.
- Identify how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, considering the impact on the reader.
- Explaining the effect on the reader of the authors' choice of language.
- Distinguish between statements of fact or opinion within a text.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Prepare formal presentations individually or in groups.
- Use notes to support presentation of information.
- Respond to questions generated by a presentation.
- Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).

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<b>Writing</b>	<p><b>Science Fiction Stories</b></p> <ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials for time and place and numbers e.g. <i>Several hours later, on a nearby planet.</i></li> <li>Investigate verb prefixes e.g. <i>auto-, tele-, anti-, inter-, trans-.</i></li> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Think how authors develop characters and settings (in books, films and performances).</li> <li>Perform own compositions for different audiences using appropriate intonation and volume.</li> </ul> <p><b>Information Booklets</b></p> <ul style="list-style-type: none"> <li>Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently.</i></li> <li>Link ideas across paragraphs using adverbials for place e.g. <i>On the side of the head ...</i> and numbers, e.g. <i>Secondly, ...</i></li> <li>Selecting the appropriate language and structures.</li> <li>Using similar writing models.</li> <li>Use organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.</li> <li>Proofread for spelling and punctuation errors.</li> </ul> <p><b>Poems With a Structure</b></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models.</li> <li>Note and develop ideas.</li> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Suggest changes to vocabulary and to enhance effects.</li> <li>Perform own compositions for different audiences.</li> </ul>	<p><b>Novel as a Theme</b></p> <ul style="list-style-type: none"> <li>Plan their writing by: <ul style="list-style-type: none"> <li>Using similar writing models.</li> <li>Thinking how authors develop characters and settings (in books, films and performances).</li> </ul> </li> <li>Blend action, dialogue and description within and across paragraphs.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>Ensure consistent subject and verb agreement.</li> <li>Proofread for spelling and punctuation errors.</li> </ul> <p><b>Magazine: Information Text Hybrid</b></p> <ul style="list-style-type: none"> <li>Create complex sentences by using relative clauses with pronouns which, and whose e.g. <i>The robberies, which had taken place over the past month, remained unsolved. The residents, whose lives had been terrorised by the burglars, longed to be sleep soundly once more.</i></li> <li>Plan their writing by: <ul style="list-style-type: none"> <li>Identifying the audience and purpose.</li> <li>Selecting the appropriate language and structures.</li> <li>Noting and developing ideas.</li> <li>Drawing on reading and research.</li> </ul> </li> <li>Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes.</i></li> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Proofread for spelling and punctuation errors.</li> </ul>
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# Grimsargh St Michael's C of E Primary School

## Long Term Planning: English

### **Year 5**

<b>Punctuation and Grammar</b>	<ul style="list-style-type: none"><li>▪ Link ideas across paragraphs using adverbials for time e.g. <i>several hours later</i>.</li><li>▪ Link ideas across paragraphs using adverbials for place e.g. <i>on a nearby planet, on the side of the helmet ... and numbers, e.g. Secondly, ...</i></li><li>▪ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i>.</li><li>▪ Focus on vocabulary to enhance effects.</li></ul>	<ul style="list-style-type: none"><li>▪ Create complex sentences by using relative clauses with pronouns 'who', and 'where' e.g. <i>Sam, <b>who</b> had remembered his wellies, was first to jump in the river. The house, <b>where</b> the robberies had taken place, stood on the hill.</i></li><li>▪ Create complex sentences by using relative clauses with pronouns which and whose e.g. <i>The robberies, <b>which</b> had taken place over the past month, remained unsolved. The residents, <b>whose</b> lives had been terrorised by the burglars, longed to be sleep soundly once more.</i></li></ul>
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English Area of Study:	Unscrew the Lid...Release the Potential	
	Summer 1 Amazon Adventure	Summer 2 Ancient Greeks: Faster, Higher, Stronger
<b>Reading</b>	<p><b>Stories From Other Cultures</b></p> <ul style="list-style-type: none"> <li>Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably</i>.</li> <li>Explore themes within and across texts e.g. <i>other cultures, nature</i>.</li> <li>Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>Express preferences about a wider range of books including modern fiction and traditional stories.</li> <li>Explore meaning of words in context.</li> </ul> <p>Explain the effect on the reader of the authors' choice of language.</p> <ul style="list-style-type: none"> <li>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</li> <li>Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>Identify how language, structure and presentation contribute to meaning e.g. how letters and stories can persuade.</li> </ul> <p><b>Debate</b></p> <ul style="list-style-type: none"> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes.</li> <li>Prepare formal presentations individually or in groups.</li> <li>Use notes to support presentation of information.</li> </ul>	<p><b>Myths</b></p> <ul style="list-style-type: none"> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>Reread and read ahead to locate clues to support understanding.</li> <li>Scan for key words and text mark to locate key information.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>Analyse the conventions of different types of writing.</li> </ul> <p><b>Reports</b></p> <ul style="list-style-type: none"> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Read books and texts that are structured in different ways for a range of purposes.</li> <li>Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>.</li> <li>Distinguish between statements of fact or opinion within a text.</li> <li>Reread and read ahead to locate clues to support understanding.</li> <li>Scan for key words and text mark to locate key information.</li> <li>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> </ul> <p><b>Poems With Figurative Language</b></p>



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	<ul style="list-style-type: none"> <li>Respond to questions generated by a presentation.</li> <li>Participate in debates on an issue related to reading.</li> <li>Provide reasoned justifications for their views.</li> <li>Justify opinions and elaborate by referring to the text (<i>Point + Evidence + Explanation</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about poems that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</li> <li>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</li> <li>Explore, recognise and use the terms <i>metaphor, simile, imagery</i>.</li> <li>Explain the effect on the reader of the authors' choice of language.</li> <li>Learn a wider range of poems by heart.</li> <li>Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul>
<b>Writing</b>	<p><b>Stories From Other Cultures</b></p> <ul style="list-style-type: none"> <li>Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> <li>Create and punctuate complex sentences using <i>-ed</i> openers.</li> <li>Create and punctuate complex sentences using <i>-ing</i> openers.</li> <li>Plan their writing by noting and developing ideas.</li> <li>Draw on reading and research.</li> <li>Blend action, dialogue and description within and across paragraphs.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>Ensure consistent subject and verb agreement.</li> </ul> <p><b>Debate</b></p> <ul style="list-style-type: none"> <li>Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>.</li> <li>Identify the audience and purpose.</li> </ul>	<p><b>Myths</b></p> <ul style="list-style-type: none"> <li>Create and punctuate complex sentences using simile starters.</li> <li>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>.</li> <li>Using devices to build cohesion.</li> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models.</li> <li>Blend action, dialogue and description within and across paragraphs.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul> <p><b>Reports</b></p> <ul style="list-style-type: none"> <li>Create and punctuate complex sentences using <i>-ed</i> openers.</li> <li>Create and punctuate complex sentences using <i>-ing</i> openers.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models.</li> <li>Note and developing ideas.</li> <li>Draw on reading and research.</li> </ul>

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	<ul style="list-style-type: none"> <li>■ Select the appropriate language and structures.</li> <li>■ Use similar writing models.</li> <li>■ Use devices to build cohesion, e.g. <i>firstly, furthermore, as a consequence</i>.</li> <li>■ Select appropriate grammar and vocabulary.</li> <li>■ Perform own compositions for different audiences: <ul style="list-style-type: none"> <li>– Using appropriate intonation and volume.</li> <li>– Adding movement.</li> <li>– Ensuring meaning is clear</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Use organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.</li> <li>■ Proofread for spelling and punctuation errors.</li> <li>■ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> </ul> <p><b>Poems With Figurative Language</b></p> <ul style="list-style-type: none"> <li>■ Select the appropriate language and structures.</li> <li>■ Use similar writing models.</li> <li>■ Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>■ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>■ Perform own compositions for different audiences: <ul style="list-style-type: none"> <li>– Using appropriate intonation and volume.</li> <li>– Adding movement.</li> <li>– Ensuring meaning is clear.</li> </ul> </li> </ul>
<b>Punctuation and Grammar</b>	<ul style="list-style-type: none"> <li>● Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs, e.g. <i>pollen – pollinate; medicine – medicate; climate – acclimatise; apology – apologise; drama – dramatise; note – notify; solid – solidify; specific – specify; pure – purify</i>.</li> <li>● Create and punctuate complex sentences using <i>-ed</i> openers, and creating and punctuating complex sentences using <i>-ing</i> openers (revision from autumn term).</li> <li>● Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>.</li> <li>● Use of devices to build cohesion, e.g. <i>firstly, furthermore, as a consequence</i>.</li> </ul>	<ul style="list-style-type: none"> <li>■ Create effective similes. Encourage the children to avoid clichés and think of something completely new.</li> <li>■ Create and punctuate complex sentences using simile starters, e.g. <i>Galloping as fast as the wind, the unicorn fled from danger</i>.</li> <li>■ Create and punctuate complex sentences using <i>-ed</i> openers (non-fiction context).</li> <li>■ Create and punctuate complex sentences using <i>-ing</i> openers (non-fiction context).</li> <li>■ Select appropriate vocabulary and language effects for impact, e.g. simile, metaphor, personification.</li> </ul>

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<b>Spelling (across the year)</b>	<ul style="list-style-type: none"> <li>▶ Investigate verb prefixes e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i>.</li> <li>▶ Recognise and spell words ending in <i>-ant</i>, <i>-ance/-ancy</i>, <i>-ent</i>, <i>-ence/-ency</i>.</li> <li>▶ Recognise and spell words ending in <i>-able</i> and <i>-ible</i>.</li> <li>▶ Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>.</li> <li>▶ Recognise and spell words with the /i:/ sound spelt ei after c, e.g. <i>deceive</i>, <i>receive</i>.</li> <li>▶ Recognise and spell words containing the letter-string <i>ough</i>.</li> <li>▶ To recognise and spell the suffixes <i>-al</i>, <i>-ary</i>, <i>-ic</i>.</li> <li>▶ To spell further suffixes, e.g. <i>ll</i> in <i>full</i> <i>becoming l</i>.</li> <li>▶ Spell some words with 'silent' letters, e.g. <i>knight</i>, <i>psalm</i>, <i>solemn</i>.</li> <li>▶ To spell unstressed vowels in polysyllabic words.</li> <li>▶ Develop self-checking and proof reading strategies.</li> <li>▶ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</li> <li>▶ <u>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</u></li> <li>▶ <u>Use a thesaurus.</u></li> <li>▶ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list)</li> </ul>	