

# 5



## Macmillan English 5

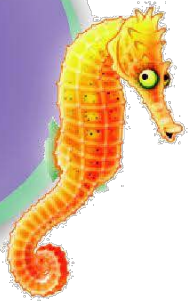
### Cambridge Primary English Curriculum Framework

#### Course Transcript



Stage 5	Macmillan English 5
<b>Phonics, spelling and vocabulary</b>	
Investigate the spelling of word-final unstressed vowels, e.g. the unstressed 'er' at the end of butter and unstressed 'ee' at the end of city.	U15
Recognise a range of less common letter strings in words which may be pronounced differently.	U11, 17
Spell and make correct use of possessive pronouns, e.g. <i>their, theirs, my, mine</i> .	later level
Identify 'silent' vowels in polysyllabic words, e.g. <i>library, interest</i> .	assumed
Use effective strategies for learning new spellings and misspelt words.	spelling practice in all units
Learn spelling rules for words ending in -e and -y, e.g. <i>take/taking, try/tries</i> .	U9
Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. <i>-full/-ful</i> .	U13 + Mac Eng 6 U1
Investigate spelling patterns for pluralisation, e.g. -s, -es, -y/-ies, -fl/-ves.	Spelling Practice in several levels & Units + New Working with Words CD-ROM
Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants.	U13, 16
Investigate ways of creating opposites, e.g. <i>un-, im-</i> and comparatives, e.g. <i>-er, -est</i> .	Mac Eng 4 U6, 7
Revise grammatical homophones, e.g. <i>they're, their, there</i> .	U5, 15, 18 + New Working with Words CD-ROM
Use dictionaries efficiently and carry out ICT spell checks.	assumed + New Working with Words CD-ROM
Identify unfamiliar words, explore definitions and use new words in context.	assumed
Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue.	U4
Use a thesaurus to extend vocabulary and choice of words.	assumed

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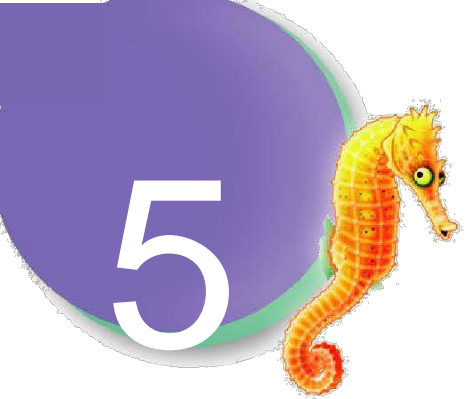
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<b>Phonics, spelling and vocabulary (continued)</b>	
Collect synonyms and opposites and investigate shades of meaning.	U8, 12, 16
Use known spellings to work out the spelling of related words.	assumed + New Working with Words CD-ROM
Identify word roots and derivations to support spelling and vocabulary, e.g. <i>sign, signal, signature</i> .	U17
Investigate the origin and appropriate use of idiomatic phrases.	assumed
<b>Grammar and punctuation</b>	
<b>Reading</b>	
Learn how dialogue is set out and punctuated.	assumed
Identify prepositions and use the term.	several levels + New Working with Words CD-ROM
Understand conventions of standard English, e.g. agreement of verbs.	New Working with Words CD-ROM
Understand the difference between direct and reported speech.	U10 + Mac Eng 6 U14, 16,17
Investigate clauses within sentences and how they are connected.	U4
<b>Writing</b>	
Begin to use the comma to separate clauses within sentences and clarify meaning in complex sentences.	U18 (sentence tags)
Use apostrophes for both possession and shortened forms.	assumed
Begin to set out dialogue appropriately, using a range of punctuation.	assumed / Projects
Use an increasing range of subordinating connectives.	New Working with Words CD-ROM



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<b>Grammar and punctuation (continued)</b>	
Explore ways of combining simple sentences and re-ordering clauses to make compound and complex sentences.	U7
Use pronouns, making clear to what or to whom they refer.	assumed
Practise proofreading and editing own writing for clarity and correctness.	assumed
<b>Reading</b>	
<p>The following genres and text types are recommended at Stage 5:</p> <p>Fiction and poetry: novels and longer stories, fables, myths and legends, stories from other cultures, older literature including traditional tales, poetry and plays including film narrative and dramatic conventions.</p> <p>Non-fiction: instructions, recounts (including biography), persuasion.</p>	<p>stories: U1, 3, 5, 10, 12, 14, 16</p> <p>poems: U9, 18 plays: U7</p> <p>information: U2, 4</p> <p>report/interview: U6, 8, 11, 15, 17</p> <p>persuasive text: U13</p>
<b>Fiction and poetry</b>	
Read widely and explore the features of different fiction genres.	assumed
Provide accurate textual reference from more than one point in a story to support answers to questions.	U1, 3, 5, 10, 12, 14, 16
Compare the structure of different stories.	U1, 3, 5, 10, 12, 14, 16
Comment on a writer's use of language and explain reasons for writer's choices.	U15
Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.	U15
Discuss metaphorical expressions and figures of speech.	assumed
Identify the point of view from which a story is told.	U1, 3, 5, 10, 12, 14, 16
Consider how a writer expresses their own point of view, e.g. how characters are presented.	U1, 3, 5, 10, 12, 14, 16
Read and identify characteristics of myths, legends and fables.	assumed



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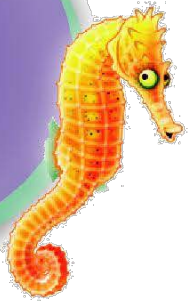
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<b>Reading (continued)</b>	
Compare and evaluate the print and film versions of a novel or play.	not covered
Compare dialogue and dramatic conventions in film narrative.	not covered
Read and perform narrative poems.	U9, 18
Read poems by significant poets and compare style, forms and themes.	U9, 18
<b>Non-fiction</b>	
Look for information in non-fiction texts to build on what is already known.	U2, 4, 6, 8, 11, 13, 15, 17
Locate information confidently and efficiently from different sources.	U2, 4, 6, 8, 11, 13, 15, 17
Skim read to gain an overall sense of a text and scan for specific information.	all units
Develop note-taking to extract key points and to group and link ideas.	Projects
Note the use of persuasive devices, words and phrases in print and other media.	U13
Explore the features of texts which are about events and experiences, e.g. diaries.	U6, 8, 15
Understand the use of impersonal style in explanatory texts.	Projects
Read and evaluate non-fiction texts for purpose, style, clarity and organisation.	U2, 4, 6, 8, 11, 13, 15, 17
Compare writing that informs and persuades.	U13
<b>Writing</b>	
<b>Fiction</b>	
Map out writing to plan structure, e.g. paragraphs, sections, chapters.	as appropriate
Write new scenes or characters into a story, or write from another viewpoint.	U1, 10
Write own versions of legends, myths and fables, using structures from reading.	U5, 12, 16
Choose words and phrases carefully to convey feeling and atmosphere.	assumed
Maintain a consistent viewpoint when writing.	assumed
Begin to attempt to establish links between paragraphs using adverbials.	Level 4

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<b>Writing (continued)</b>	
Write a play-script, including production notes to guide performance.	U7
Use imagery and figurative language to evoke imaginative response.	assumed
Non-fiction	
Record ideas, reflections and predictions about books, e.g. in a reading log.	assumed
Draft and write letters for real purposes.	U4
Use a more specialised vocabulary to match the topic.	assumed
Write non-chronological reports and explanations.	U8, 11
Write a commentary on an issue, setting out and justifying a personal view.	U15
Make notes for different purposes, using simple abbreviations and writing 'in your own words'.	assumed
Understand the use of notes in writing 'in your own words'.	assumed
Evaluate own and others' writing.	assumed
Presentation	
Review, revise and edit writing in order to improve it, using ICT as appropriate.	assumed
<b>Speaking and listening</b>	
Shape and organise ideas clearly when speaking to aid listener.	assumed
Prepare and present an argument to persuade others to adopt a point of view.	U13
Talk confidently in extended turns and listen purposefully in a range of contexts.	assumed
Begin to adapt non-verbal gestures and vocabulary to suit content and audience.	assumed
Describe events and convey opinions with increasing clarity and detail.	U2, 8, 11, 15
Recall and discuss important features of a talk, possibly contributing new ideas.	assumed
Ask questions to develop ideas and extend understanding.	assumed



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<b>Speaking and listening (continued)</b>	
Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.	assumed
Take different roles and responsibilities within a group.	assumed
Convey ideas about characters in drama through deliberate choice of speech, gesture and movement.	assumed
Begin to discuss how and why language choices vary in different situations.	assumed