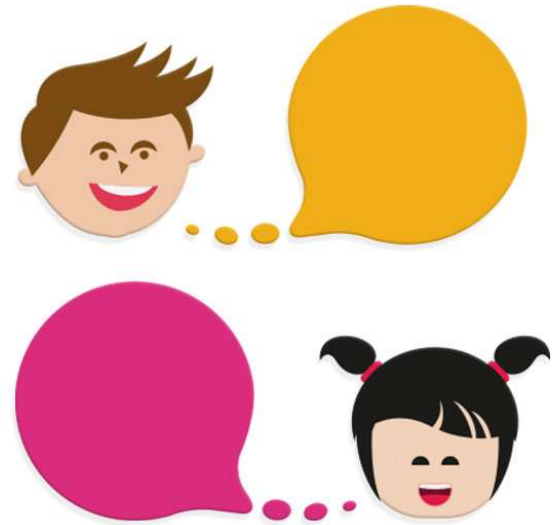


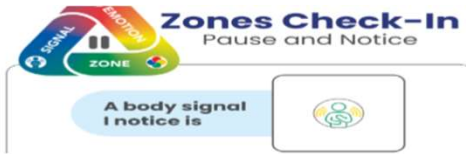


Speech in Year 5





Zones of regulation



Everyone pause, listen to your body signals, how does it feel? What is it telling you?



1. Put your hands on your **heart**, how fast or slow is it beating?



2. Put your hands on your tummy, how you **breathing**, is it quick, short breaths or slow deep ones?



3. What is your **energy** level, is it slow and tired or high and energetic?



4. Is your **movement** still, fidgety or comfortable?



5. Is your **mind** racing, foggy, or focused?

Our body signals tell us how we are feeling.

What did your body tell you ?

My heart is beating quickly, my breathing is getting faster and I am quite fidgety.

I feel anxious



We connect situation, body signals and emotions to our Zones for regulation:

My heart is beating quickly, my breathing is getting faster and I am quite fidgety, I feel anxious.

I'm in the Yellow Zone





Purpose

- › Understand how to punctuate speech accurately
- › Understand Year 5 grammar and the aims.
- › Partake in a punctuating speech session with your child.
- › Improve your own subject knowledge.



Your child completes an hour English lesson every day, as well as 30 minutes of extra reading three days a week.





Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹



Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²



Year 6 >

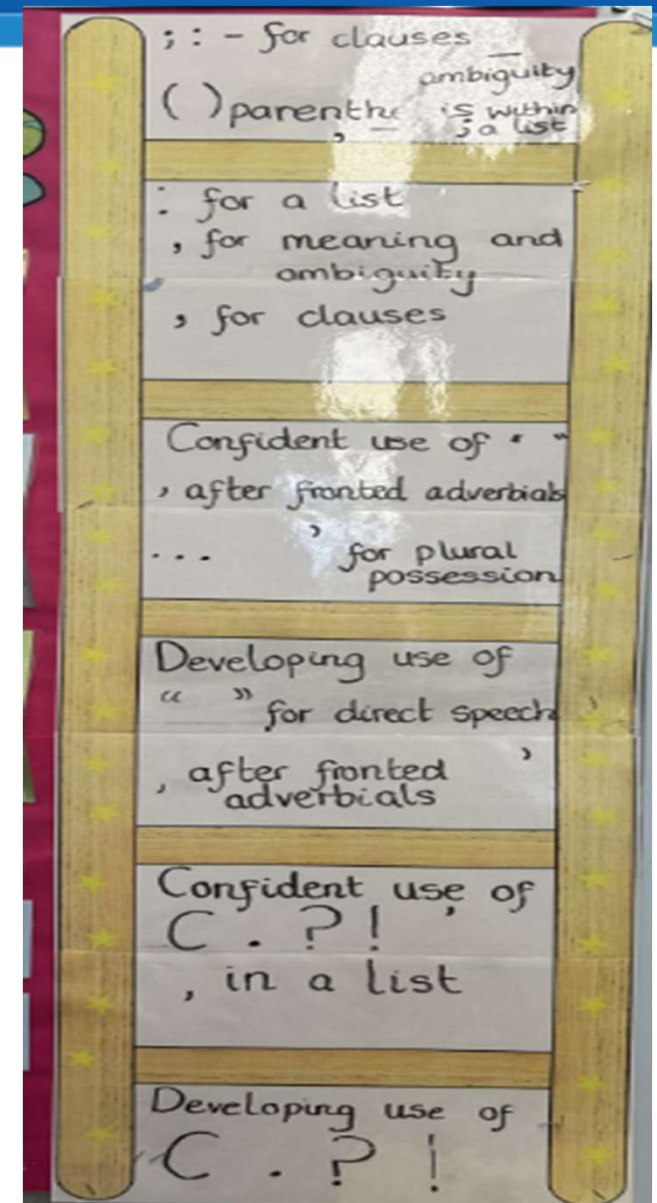
Year 5 >

Year 4 >

Year 3 >

Year 2 >

Year 1 >



Learning session



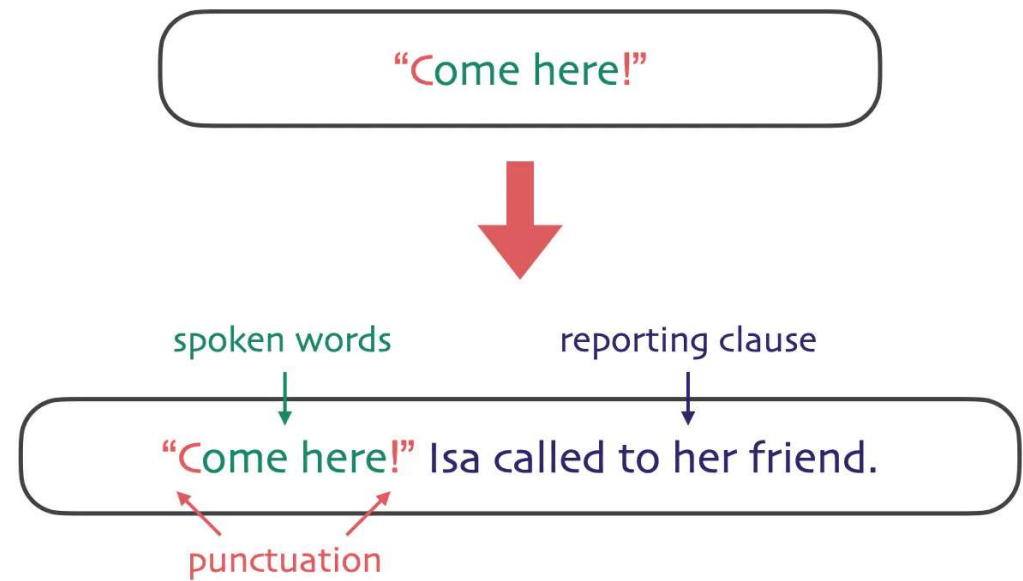
What is speech?

When do you use speech?





What is included in speech?





In writing we show what a character is saying by adding inverted commas or speech marks (“ ”) before and after the words a character says. For example:

“ I went there yesterday,” said the man.

The words between the inverted commas are what the man has said.

If the direct speech isn't a question or an exclamation sentence, then before closing the inverted commas, you usually place a comma (,) to separate what was said from who said it.



You are now going to add inverted commas to the sentences below. Don't forget to add comma too.

1. We went to Spain on holiday said Charlie.
2. I like to cast wicked spells laughed the evil witch.
3. I saw the new film at the cinema last week said Jake.
4. I had cereal for my breakfast today Susie stated.
5. You go that way whispered Harriet to her friend.
6. My favourite drink is lemonade pronounced the boy.
7. I'm going to see my Grandma muttered Little Red Riding Hood.
8. Hello from the International Space Station uttered Tim.
9. Put down your pencils and look this way demanded the teacher.



Any questions?

