

Literacy Skills- Year 5

| Text Types: | | | |
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| Fiction | Non-Fiction | Poetry | |
| ▪ | ▪ | ▪ | |
| Writing: | | | |
| Spelling | Handwriting | Composition | Vocabulary, Punctuation & Grammar |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Use dictionaries to check the spelling and meaning of words ▪ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ Use a thesaurus. <p style="color: red;">Revise spellings from previous years. Assess children against the POS for Years 3&4 in order to ascertain starting points.</p> <ul style="list-style-type: none"> ▪ Words ending with -cious or -tious ▪ Words ending with -cial and -tial ▪ Words ending with -ant, -ance, -ancy, -ent, -ence, -ency ▪ Use of the hyphen ▪ Words with the long e (ee) phoneme, spelt ei after c ▪ Words containing ough ▪ Words with letters which are not sounded ▪ Further homophones or near-homophones | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Write legibly, fluently and with increasing speed by: ▪ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ▪ Choosing the writing implement that is best suited for a task. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Plan their writing by: ▪ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ Noting and developing initial ideas, drawing on reading and research where necessary ▪ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ Draft and write by: ▪ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ Précising longer passages ▪ Using a wide range of devices to build cohesion within and | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Improve skills in organisation of logical paragraphs; ▪ Use connectives more effectively to link sentences and paragraphs, to improve fluency of writing and cohesion of the whole piece (<i>sticking together</i>); ▪ Play with sentence order, exploring how changes affect the reader; ▪ Use punctuation accurately in complex sentences; use a comma to clarify meaning; ▪ Regularly investigate main clauses and subordinate clauses within sentences; ▪ Confidently identify sentences which are statements, questions or commands; ▪ Quickly identify a clause or phrase (a phrase has no verb); ▪ Introduce the idea that a relative clause begins with: <i>who, which, where, why, that, whose</i> ▪ Regularly use the term word classes when discussing nouns, adjectives etc; ▪ Convert nouns or adjectives into verbs using suffixes e.g. <i>ate, ise, ify</i>; ▪ Introduce modal verbs which indicate the degree of possibility e.g. <i>might, should, will, or must</i>. Also identify adverbs such as |

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| | | <p>across paragraphs</p> <ul style="list-style-type: none"> ▪ Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ▪ Assessing the effectiveness of their own and others' writing ▪ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ Ensuring the consistent and correct use of tense throughout a piece of writing ▪ Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ Proof-read for spelling and punctuation errors ▪ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | <p>'perhaps' or 'surely';</p> <ul style="list-style-type: none"> ▪ Link ideas across paragraphs using adverbials e.g. <i>later, nearby, secondly</i>; ▪ Use the term imperative verb when reading/writing instructions; ▪ introduce the idea of an active or passive verb in a sentence, e.g. <i>Dad took our photographs. Our photographs were taken.</i> ▪ Discuss terms of layout, such as <i>table, textbox, bullet point, sub-heading</i>; ▪ Revise the term determiner when referring to 'a, an, the, this, that or those'; mention that the words 'a' and 'an' are also called indefinite articles and 'the' is a definite article. These words (<i>a, an, the</i>) are determiners <i>and</i> articles. ▪ Consider how prefixes are added to verbs to change their meaning, e.g. <i>dis_ de_ mis_ over_ and re_ ; discover; detoxify; misunderstand; overtake</i>; ▪ Change nouns or adjectives into verbs by adding suffixes e.g. <i>_ate, _ise, _ify; generation – generate; intense – intensify; category – categorise</i>; ▪ Introduce the concept of 'ambiguity' when a question is left in the air ▪ Introduce the idea of the future tense; <i>will be going, shall dine</i>; ▪ Reiterate the importance of subject/verb agreement; <i>I am, you are, we were; I did, you did, they did; I was, you were, he was, they were</i>; |
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| | | | <ul style="list-style-type: none">▪ Develop confidence to identify a preposition within a sentence;▪ Use the term parenthesis for an embedded clause of extra information; become familiar with ways to punctuate this using commas, brackets or dashes;▪ Become familiar with the term apostrophe for possession for singular and plural nouns; introduce more problematic apostrophes for some collective nouns, e.g. <i>the children's coats; the firemen's engine; the women's club</i>;▪ Develop confidence to identify reported speech (indirect) and direct speech; e.g. <i>James said that he didn't want to join in; James said, "I don't want to join in."</i>▪ Use a colon before a list (e.g. of ingredients in baking) or before speech;▪ Use the term antonym for words which are opposite in meaning;▪ Avoid double negatives; know that neither correlates with nor, and either with or;▪ Know the term Standard English;▪ Use a dictionary and thesaurus to define words and to collect a variety of words to support writing; |
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Reading:

| Word Reading | Comprehension |
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| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Maintain positive attitudes to reading and understanding of what they read by: ▪ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ Reading books that are structured in different ways and reading for a range of purposes ▪ Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ▪ recommending books that they have read to their peers, giving reasons for their choices ▪ Identifying and discussing themes and conventions in and across a wide range of writing ▪ Making comparisons within and across books ▪ Learning a wider range of poetry by heart ▪ Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience ▪ Understand what they read by: ▪ Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ▪ Asking questions to improve their understanding ▪ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ Predicting what might happen from details stated and implied ▪ Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ▪ Identifying how language, structure and presentation contribute to meaning ▪ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ Distinguish between statements of fact and opinion ▪ Retrieve, record and present information from non-fiction ▪ 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 ▪ 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 ▪ Provide reasoned justifications for their views. |

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Spoken Language:

Children are taught to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and build vocabulary and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with increasing command of Standard English.
- Participate in discussions, presentations, performances, role-play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener (s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.