

Year 5 Literacy Curriculum Coverage

Statutory Curriculum				
Reading	Writing	Grammar	Punctuation	Terminology
<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>read books that are structured in different ways and read for a range of purposes</p> <p>increase 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</p> <p>recommend books that they have read to their peers, giving reasons for their choices</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>make comparisons within and across books</p> <p>learn a wider range of poetry by heart</p> <p>prepare 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</p> <p>check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>ask questions to improve their understanding</p> <p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p> <p>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</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs [for example, then, after</p>	<p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p>	<p>modal verb,</p> <p>relative pronoun</p> <p>relative clause</p> <p>parenthesis,</p> <p>bracket,</p> <p>dash</p> <p>cohesion,</p> <p>ambiguity</p>

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<p>predict what might happen from details stated and implied</p> <p>summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</p> <p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <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>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</p> <p>provide reasoned justifications for their views</p>	<p>that, this, firstly]</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>		
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Spellings	Genres	Texts
<p>Words ending in –able and –ible (adorable/adorable, forcible, legible)</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer (referring, preferring, referee)</p> <p>Use of the hyphen (co-ordinate, re-enter)</p> <p>Words with the /i:/ sound spelt ei after c (deceive, conceive, receive)</p>	<p><u>Narrative Texts</u></p> <p>Setting description</p> <p>Fables Myths and Legends</p> <p>Stories from other cultures</p> <p>Film Narrative</p> <p>Play scripts</p> <p>Diary Writing</p> <p>Instructions</p> <p>Significant Authors</p>	<p>Book studies:</p> <p>There's a Boy in the Girl's Bathroom – Louis Sachar</p> <p>Street Child – Berlie Doherty</p> <p>Journey to Jo'burg – Beverley Naidoo</p>

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<p>Words with 'silent' letters (doubt, island, lamb)</p> <p>Homophones and other words that are often confused (aloud: out loud, allowed: permitted)</p> <p>Common Exception Words accommodate, accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, awkward, bargain, cemetery, communicate, community, determined, develop, disastrous, environment, equip (-ped, -ment, exaggerate, forty, frequently, hindrance, identity, immediate(ly, language, lightning, mischievous, occupy, occur, opportunity, physical, privilege, programme, queue, recognise, recommend, restaurant, rhyme, rhythm, secretary, shoulder, signature, suggest, symbol, system, temperature, variety, vegetable</p>	<p><u>Non Fiction Texts</u></p> <p>Reports Explanation Recounts Persuasion Letters</p> <p>Poetic Style Narrative Poetry Performance Poetry</p>	<p>Extracts from:</p> <p>The Explorer – Katherine Rundell Jake Atlas and the Hunt for the Feathered God – Rob Lloyd Jones</p> <p>Poems:</p> <p>The Tyger – William Blake Blake's Tiger Revisited – Michaela Morgan</p>
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Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding 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 an 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