

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</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>integrating dialogue to convey character and advance the action precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs[for example, then, after 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>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>Narrative Texts</u> Setting description Fables Myths and Legends Stories from other cultures Film Narrative Play scripts Diary Writing Instructions Significant Authors</p> <p><u>Non Fiction Texts</u> Reports Explanation Recounts Persuasion Letters</p> <p>Poetic Style Narrative Poetry Performance Poetry</p>	<ul style="list-style-type: none"> • Wolf Brother by Michelle Paver • Friend or Foe by Michael Morpurgo • Beowulf and the Monster by Brian Patten • The Highwayman by Alfred Noyes • Blabbermouth by Morris Gleitzman • Belly Flop by Morris Gleitzman • Stormbreaker by Anthony Horowitz • Walter and Me by Michael Morpurgo • Mister Monday by Garth Nix • Harry and the Wrinklies by Alan Temperley • The Story of Tracy Beaker by Jacqueline Wilson • Northern Lights by Philip Pullman • A Christmas Carol by Charles Dickens • Dragon Rider by Cornelia Funke • Journey To Jo’burg by Beverly Naidoo • Journey to the River Sea by Eva Ibbotson • The Owl Service by Alan Garner • Pig Heart Boy by Malorie Blackman • Tom’s Midnight Garden by Philippa Pearce • Watership Down by Richard Adams • The Wizard of Earthsea by Ursula K Le Guin • Wolves of Willoughby Chase by Joan Aiken • Where the Red Fern Grows by Wilson Rawls • Little Women by Louisa May Alcott • The Secret Garden by Frances Hodgson-Burnett • Artemis Fowl by Eoin Colfer • The Wind in the Willows by Kenneth Grahame • Black Beauty by Anna Sewell • Holes by Louis Sachar • There’s a Boy in the Girls’ Bathroom by Louis Sachar • Grimm Tales by Phillip Pulman • The Other Side of Truth by Beverley Naidoo • Harry Potter series by J K Rowling

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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