

Literacy Core Expectations

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Poetry Weather related</p> <p>Fiction (Warning) <u>ZELDA AND THE RAIN CAT</u></p> <p>Non-Fiction <u>Persuasive letter-</u> linked to topic</p>	<p>Poetry Feelings</p> <p>Fiction (Journey) Street Child-concentrate on the fiction elements. Some non-fiction allowed where taught in Year 4)</p> <p>Non-Fiction <u>Biography of Jim's life</u></p>	<p>Poetry Beasts</p> <p>Fiction (Beating the Baddy) <u>Beowulf</u></p> <p>Non-Fiction <u>Journalistic Writing</u></p>	<p>Poetry Space</p> <p>Fiction (Portal) Star Wars concentrate on the fiction elements. Some non-fiction allowed where taught in Year 4 and earlier in Yr 5)</p> <p>Non-Fiction <u>Explanation</u></p>	<p>Poetry-Figurative Language</p> <p>Fiction <u>The Highwayman-TFW</u></p> <p>Non-Fiction <u>Instructions-How to catch a Highwayman</u></p>	<p>Poetry Haikus</p> <p>Fiction Firework Makers Daughter</p> <p>Non-Fiction <u>Discursive</u></p>

Literature Spine

- **The Wolves of Willoughby Chase by Joan Aiken**
- **Varjak Paw by SF Said (Extended version of Zelda and the rain cat)**
- **Wolf Brother by Michelle Paver**
- **Street Child by Berlie Doherty**
- **The Midnight fox by Betsy Byars**
- **Tom’s Midnight Garden by Philippa Pearce**
- **FArTHER by Grahame Baker-Smith**

Key skills in Reading Year 5

Word reading

Pupils should be taught to:

- Read fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology).

Comprehension

Pupils should be taught to:

- See reading as a pleasurable activity.
- Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.
- Recommend books to others based on own reading preferences.
- Demonstrate an increasing 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.
- Understand the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies.
- Use some technical terms such as metaphor, simile, analogy, imagery, style and effect when discussing texts.
- In using non-fiction, accurately retrieves from non-fiction using contents pages and indexes, records and can summarise information found.
- Recognise themes within texts (e.g. loss or heroism); and can compare characters, settings, themes and other aspects within texts.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea.

Spelling Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt, pyramid, mystery)</p> <p>dis-: (disappoint, disagree, disobey)</p> <p>mis-: (misbehave, mislead, misspell (mis + spell))</p> <p>Words with the /k/ sound spelt ch (Greek in origin) (scheme, chorus, chemist, echo, character)</p>	<p>Words ending in -able/-ably (vegetable, available, adorable/adorably, tolerable/tolerably, reliable/reliably)</p> <p>Words with 'silent' letters (doubt, island, lamb, solemn, thistle, knight)</p> <p>Words containing the letter sting 'ough' (ought, bought, thought, nought, brought, fought)</p> <p>'i before e' rule (deceive, conceive, receive, perceive, ceiling, foreign)</p>	<p>Endings which sound like / ʃəs/ (vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious)</p> <p>Words ending in -ent, -ence/-ency (confident, confidence (confidential), frequent, frequency, decent, decency)</p> <p>Words containing the letter sting 'ough' (rough, tough, enough)</p>	<p>Words ending in -ible/-ibly (legible, horrible/horribly)</p> <p>-Endings which sound like / ʃəs/ (vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, nutritious)</p> <p>-Words with 'silent' letters (doubt, island, lamb, solemn, thistle, knight)</p> <p>-Homophones (affect, effect, allowed, aloud, quest, guessed)</p>	<p>-Words ending in -ant, -ance/-ancy, -ent, -ence/-ency (confident, confidence (confidential), frequent, frequency, decent, decency, tolerant, tolerance (toleration), observant, observance, (observation),), hesitant, hesitancy (hesitation)</p> <p>-Endings which sound like /ʃəl/ (official, special, artificial, partial, confidential, essential)</p> <p>-i before e' rule (deceive, conceive, receive, perceive, ceiling, foreign)</p> <p>-Words containing the letter string 'ough'- (ought, bought, thought, nought, brought, fought, rough, tough, enough)</p>	<p>-Words ending in -able/-ably, -ible/-ibly (vegetable, available, adorable/adorably, tolerable/tolerably, reliable/reliably, legible, horrible/horribly)</p> <p>-Words with 'silent' letters (doubt, island, lamb, solemn, thistle, knight)</p> <p>-Endings which sound like / ʃəs/ (vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious)</p> <p>-Homophones (affect, effect, allowed, aloud, quest, guessed)</p>

Core Skills in Writing Year 5

All children in Year 5:

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Composition

Vocabulary, Punctuation and Grammar

Transcription

Consolidate Year 4 list

- Plan stories, using description, action and dialogue to develop settings and characters.
- Understand a variety of text types and use a range of organisational and presentational devices are used to structure text which are appropriate to the audience and purpose. (e.g. headings, bullet points, underlining).
- Vary connectives within and between paragraphs to build cohesion into a paragraph (use change of place, time and action to link ideas across paragraphs).
- Achieve coherence through paragraphs, including nouns, pronouns, connectives, signposts and adverbials to link ideas. (e.g. later, nearby)
- Independently use a selection of planning tools to organise ideas for writing-story mountain/grids/flow diagrams.
- Use 5 part story structure-(*Introduction-should include action/description-character or setting/dialogue, Build up-develop suspense techniques, Problem/Dilemma-may be more than one problem to be resolved, Resolution-clear links with dilemma, Ending-character could reflect on events, any changes or lessons, look forward to the future ask a question*).
- Independently plan across a variety of styles and genres.
- Use rhetorical questions to draw the reader in.
- Express own opinions clearly and maintain viewpoint throughout the text.
- Use a summary at the end of non-fiction writing to appeal directly to the reader.

Consolidate Year 4 list

- Use nouns and noun phrases modified by prepositions phrases to expand and develop ideas, information and description.
- Choose nouns and pronouns to aid cohesion, ensure clarity and avoid repetition.
- Use adverbs and modal verbs to indicate degrees of possibility (e.g. perhaps, surely, must, could).
- Use fronted adverbials to vary sentence structure.
- A range of punctuation is used accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech.
- Secure use of simple/embellished simple sentences.
- Secure use of compound sentences.
- Develop use of complex sentences with conjunction starters
- Create and punctuate complex sentences using ed openers e.g. *Encouraged by the bright weather, Jane set out for a long walk.*
- Create and punctuate complex sentences using ing openers
- Use relative clauses that start with who, that, where, when, who, whose or an omitted relative pronoun to add detail and description.
- Create and punctuate complex sentences using simile starters
- Elaborate sentences with adverbial phrases e.g. *Beyond the dark gloom of the cave, Zach saw the wizard move.*
- Drop in 'ed' clauses to reshape sentences e.g. *Poor Tim, exhausted by so much effort, ran home.*
- Reshape sentences, lengthening and shortening them for effect and meaning.

Consolidate Year 4 list

- Spell words accurately including common homophones and those which use common pre-fixes and suffixes.
- Proof read writing for spelling and punctuation errors.
- Use a dictionary to check spelling.

Effect

	<ul style="list-style-type: none"> Use stage directions in speech (speech + verb +action) <i>"Stop!" he shouted, picking up the stick and running after the thief.</i> 	
<ul style="list-style-type: none"> Use adventurous vocabulary to describe setting, mood and character; engage reader's interest; introduce opinion or persuasion Uses emotive language to manipulate the reader Introduce metaphor, personification, onomatopoeia and empty words e.g. <i>someone, somewhere was out to get him.</i> Use a range of sentence structures and rich vocabulary to engage the reader. 		

Terminology

Consolidate:

- Punctuation, letter/word, sentence, full stops, capitals, question mark, exclamation mark, 'speech marks', direct speech, inverted speech, bullet points, apostrophe contractions/possession, commas for sentence of 3-description, action, colon-instructions
- Singular/plural, suffix/prefix, word family, consonant/vowel
- Adjective/noun, verb/adverb, bossy verbs-imperative, tense (past, present, future), conjunction/connective, preposition, determiner/generaliser, pronoun-relative/possessive, clause, subordinate/relative clause, adverbial, fronted adverbial
- Alliteration, simile-'as 'like', synonyms

Introduce:

Relative clause/pronoun, modal verb, parenthesis, bracket-dash, determiner, cohesion, ambiguity, metaphor, personification, onomatopoeia, rhetorical question.

Example of Fiction from Year 5, using the skills taught in the core expectations:

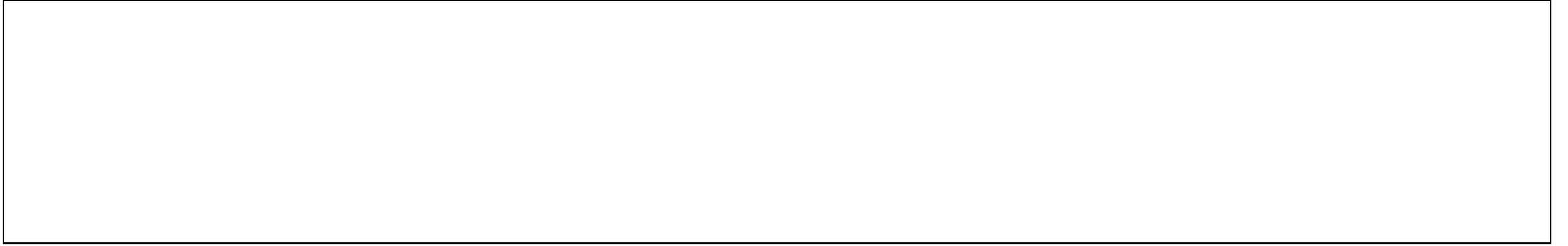
"Now, young man," whispered the strange man, "how would you like to exchange your old cow for a handful of magic beans?" Jack, filled with curiosity, asked the stranger about the magic beans. He listened intently, scratched his head and gazed at the bean. Meanwhile, Jack's mother was wondering how long it would be before he returned from the market with some much-needed money; the rent was due on Friday. Something was worrying her as dusk began to fall.

Handwriting

NC-Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting,

Revision: practicing sloped writing joins Developing style for speed: joining from , and y Developing style for speed: writing v, w,x and z at speed Haiku project: making notes Haiku project: publishing the haiku Letter project: structuring an argument	Revision: practicing the joins Developing style for speed: joining from f Developing style for speed: pen breaks in longer words Haiku project: organizing ideas Haiku project: evaluation Letter project: producing draft	Developing style for speed: joining from t Developing style for speed: joining from s Different styles for different purposes Haiku project: producing draft Letter project: making notes Letter project: publishing letterLetter project: evaluation
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Speaking and Listening Guidelines

		AF1 Talking to others		AF2 Talking with others		AF3 Talking within role-play and drama		AF4 Talking about talk		
		Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners, and content		Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments, and questions		Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas, and issues		Understand the range and uses of spoken language, commenting on meaning and impact and draw on this when talking to others		
Level 5	Across a range of contexts	<ul style="list-style-type: none"> express and explain relevant ideas and feelings, with some elaboration to make meaning explicit shape talk in deliberate ways for clarity and effect to engage the listener adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose and context 		Across a range of contexts <ul style="list-style-type: none"> recognise significant details and implicit meanings, developing the speaker's ideas in different ways sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions 		Across a range of contexts <ul style="list-style-type: none"> show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios 		Across a range of contexts <ul style="list-style-type: none"> explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations 		
	Level 4	Across a range of contexts	<ul style="list-style-type: none"> speak in extended turns to express straightforward ideas and feelings, with some relevant detail structure talk in ways which support meaning and show attention to the listener vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context 		Across a range of contexts <ul style="list-style-type: none"> show generally clear understanding of content and how it is presented, sometimes introducing new material or ideas take on straightforward roles and responsibilities in pairs and groups 		Across a range of contexts <ul style="list-style-type: none"> convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios 		Across a range of contexts <ul style="list-style-type: none"> show understanding of how and why language choices vary in their own and others' talk in different situations 	
		Level 3	In most contexts	<ul style="list-style-type: none"> develop ideas and feelings through sustained speaking turns organise talk to help the listener, with overall structure evident adapt language and non-verbal features to suit content and audience 		In most contexts <ul style="list-style-type: none"> respond to the speaker's main ideas, developing them through generally relevant comments and suggestions attempt different roles and responsibilities in pairs or groups 		In most contexts <ul style="list-style-type: none"> show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios 		In most contexts <ul style="list-style-type: none"> recognise and comment on different ways that meaning can be expressed in own and others' talk
Below level										
Insufficient evidence										
Overall assessment (tick one box only)		Level	Low	Secure	High					