

# Powick CE Primary School

## Literacy Spine Year 5

### Reading

Pupils should be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in NC English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Pupils should be taught to 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

Pupils should be taught to 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

Pupils should be taught to:

- 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

### Writing

Pupils should be taught to produce writing for four key purposes: to entertain, to persuade, to inform and to discuss.

Pupils should be taught to 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 – planning will be completed in a 'Magpie Book'
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Pupils should be taught to 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 across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

Pupils should be taught to evaluate and edit by:

- 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
- Proofreading their own writing for spelling and punctuation errors, focusing on one aspect of writing at a time

Pupil should perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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### Text Structure

#### Fiction

- Use 5-part story structure for a plot where appropriate: introduction, build-up, dilemma, resolution, ending
- Understand more complicated plot structures e.g. flashbacks, time slips,
- Develop independent use of planning tools: e.g. story mountain, grids, flow diagrams
- Plan opening using description, action and/or dialogue
- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he *had* seen her before)
- Develop character across a text

#### Non-Fiction

- Develop independent planning across forms of non-fiction
- Develop use of range of layouts suitable to text
- Use paragraphs to organise ideas across a text
- Use topic sentences to introduce paragraphs
- Develop ability to express balanced coverage of a topic, achieving this through detailed planning
- Use a variety of ways to introduce texts and make their purpose clear
- Use a variety of ways to conclude texts e.g. a summary at the end to appeal directly to the reader
- Link ideas within and across paragraphs to create cohesion, using a full range of conjunctions and adverbs

### Punctuation

Consolidate all previously taught punctuation and teach the following:

- Use a colon to introduce a list (a main clause must precede the colon) and semi-colons within lists
- Punctuate bullet points consistently to list information
- Use brackets, dashes and commas for parenthesis
- Use commas to clarify meaning or avoid ambiguity

### Handwriting

Pupils should be taught to write legibly, fluently and with increasing speed by doing the following:

- 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

### Grammar

- Develop use of multi-clause sentences: main and subordinate clause(s) with a wide range of subordinating conjunctions
- Develop use of relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun
- How to vary sentence openings to avoid repetition and for effect
- How to vary sentence structures for meaning and / or effect: e.g. drop in -'ed' clause 'Poor Tim, exhausted by so much effort, ran home'; lengthening or shortening sentence; moving clauses and phrases (how, when, where) around for different effects
- Use of developed rhetorical questions to engage the reader
- Using stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, *picking up the stick and running after the thief*
- Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)
- Use of figurative language: developed use of similes, onomatopoeia, metaphors and personification
- Developed use of technical language where appropriate
- Use the 'power of 3' for persuasion

### Spelling

- Spell and use words from the statutory lists
- Use a dictionary to check the spelling and meaning of a word
- Use a thesaurus independently
- Use 'Grow The Code' mat to support independent spelling, where necessary
- Understand that the history of words and relationships between them can also help with spelling e.g. familiar is related to family, so the /ə/ sound in the first syllable of familiar is spelt as a

Use No Nonsense Spelling to teach the following:

- Converting nouns or adjectives into verbs using suffixes (e.g. *-ate; -ise; -ify*)
- Verb prefixes (e.g. *dis-, de-, mis-, over- and re-*)
- Endings which sound like /jəs/ spelt *-cious* or *-tious*
- Words ending in *-ant, -ance/-ancy, -ent, -ence/-ency*
- Words ending in *-able* and *-ible*
- Words ending in *-ably* and *-ibly*
- Adding suffixes beginning with vowel letters to words ending in *-fer*
- Use of the hyphen
- Words with the /i:/ sound spelt *ei* after *c*
- Words containing the letter-string *ough*
- Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- Homophones and other words that are often confused