**Literacy Objectives – Year 5**

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| **CONTEXT**  Writing for a range of purposes and audiences demonstrates the selection and use of suitable forms with appropriate features • Writing draws from models of similar writing, wider reading and research • Writing for a wider audience includes different forms such as stories, poetry, plays and a range of non-ﬁction.  Discuss written work: use appropriate terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity) | | **Working at greater depth within the expected standard:**  Greater awareness of the audience through a variety of techniques to engage and entertain  Sentence types and verb forms are manipulated to engage the reader  Punctuation taught in year 5 is used with greater accuracy  Greater accuracy of spelling taught in year 5 (see below)  • Evaluate and edit writing independently including independent editing of spelling | |
| **Handwriting and presentation** | **Reading: Word reading and comprehension** | | **Writing: Transcription** |
| Write legibly and fluently when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on personal style). | **Apply growing knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words**  Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it.  Answers questions about similarities and differences between two chapters of a book  Select and sort information from a range of sources and, with minimal support, record this information  Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose.  Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas.  Accurately track meaning of the text during reading, self-correcting automatically where necessary as part of the reading process. Often understands and explains meaning of an unfamiliar word in context  Draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence  Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.  Make a plausible prediction about what might happen next in a story, and when prompted can explain reasons.  Predict what might happen from what is stated and implied in a text.  With support, discuss how authors use language, including similes, considering the impact on the reader  With support, discuss how the author’s style affects the reader’s understanding of the text, in cases where this is signalled straightforwardly in the text.  Increase familiarity with and discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions.  With minimal support, identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure.  Prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience  Present information they have found out from a book or other source, maintaining a focus on the topic.  Learn a range of poetry off by heart  With support, review a book they have read, explaining why they would or would not recommend the book to others  With support, provide reasoned justifications for their views in response to prompts  Recommend books to peers, usually giving clear reasons for their choices**atio** | | The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4 and some rules and patterns from appendix 1 for years 5 /6 are accurately applied, including:  accurate spelling of some sufﬁ xes from appendix 1, years 5 /6 (e.g. -cial, -tial, -ant, -ance/-ancy, -ation, -ent, -ence/-ency, -fer)  accurate spelling of some common homophones and other words which are often confused  Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum  Use dictionaries to check the spelling and meaning of words. Use the first three/four letters of a word to check spelling/Meaning  Use a thesaurus |
| **Grammar, punctuation and Vocabulary** |
| Use expanded noun phrases to convey complicated information with greater precision including some repetition of noun phrases for speciﬁcation (Some brave people have climbed mountains-the ﬁ rst two people were…; Just hear me out- all your children and all the children in town will love it!)  Relative clauses beginning with who, which, where, when, whose or that to add detail or description ( the house, which stood on the corner of the street, was derelict) • Standard English forms for verb inﬂections instead of local forms (e.g. we were instead of we was)  Writing demonstrates some use of:  Adverbs to indicate degrees of possibility (perhaps, surely, certainly, deﬁ nitely, maybe, possibly, clearly, obviously, probably)  Modal verbs to indicate degrees of possibility (might, should, will, must)  Punctuation at Y4 standard is used correctly: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and other speech punctuation, apostrophes for contraction and apostrophes for singular possession.  Mostly accurate use of apostrophes for plural possession  Writing demonstrates some use of a wider range of punctuation:  Brackets, dashes and commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity |
| **Writing: Composition** |
| **Planning:**  Plan writing by identifying the audience and purpose of the writing.  Select the appropriate form for writing using similar writing as models for their own.  Note and develop initial ideas, drawing on reading and research where necessary  **Draft and Write:**  Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  Develop setting, characters and plot in narrative writing: • Use different ways to open the story • Add scenes, character, dialogue to a familiar story  Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story  Demonstrate awareness of audience by beginning to use a wider range of techniques such as recap, repetition of a catchphrase, humour; some use of dialogue to entertain and engage the listener/reader  Use paragraphs to organise more complex information and narrative. (In narrative, split into several paragraphs relating to story structure.)  Use a wide range of devices to build cohesion within a paragraph (then, after that, this, ﬁ rstly).  Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial phrases (time, place and number) and tense choices (He had seen her before.)  **Evaluate and Edit:**  Proof-read for spelling and punctuation errors  Evaluate and edit Evaluate the effectiveness of own and others’ writing, suggesting grammar and vocabulary improvements including the accurate use of pronouns in sentences, ensuring correct use of tense throughout. |