

WILLASTON PRIMARY ACADEMY Literacy Objectives – Year 5

<p>CONTEXT</p> <p>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.</p> <ul style="list-style-type: none"> • Discuss written work: use appropriate terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity) 	<p>Working at greater depth within the expected standard:</p> <ul style="list-style-type: none"> • Greater awareness of the audience through a variety of techniques to engage and entertain <p>Sentence types and verb forms are manipulated to engage the reader</p> <ul style="list-style-type: none"> • Punctuation taught in year 5 is used with greater accuracy • Greater accuracy of spelling taught in year 5 (see below) 	
<p>Handwriting and presentation</p>	<p>Reading: Word reading and comprehension</p>	<p>Writing: Transcription</p>
<p>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).</p>	<p>Apply growing knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words</p> <p>Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it.</p>	<p>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:</p>
<p>Grammar, punctuation and Vocabulary</p>	<p>Answers questions about similarities and differences between two chapters of a book</p>	<p>accurate spelling of some suffixes from appendix 1, years 5 /6 (e.g. -cial, -tial, -ant, -ance/-ancy, -ation, -ent, -ence/-ency, -fer)</p>
<ul style="list-style-type: none"> • 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 first 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) <p>Writing demonstrates some use of:</p> <ul style="list-style-type: none"> • Adverbs to indicate degrees of possibility (perhaps, surely, certainly, definitely, maybe, possibly, clearly, obviously, probably) • Modal verbs to indicate degrees of possibility (might, should, will, must) <p>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</p>	<p>Select and sort information from a range of sources and, with minimal support, record this information</p> <p>Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on purpose.</p> <p>Summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas.</p> <p>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</p> <p>Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence</p> <p>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.</p> <p>Make a plausible prediction about what might happen next in a story,</p>	<p>accurate spelling of some common homophones and other words which are often confused</p> <p>Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum</p> <p>Use dictionaries to check the spelling and meaning of words. Use the first three/four letters of a word to check spelling/Meaning</p> <p>Use a thesaurus</p>
		<p>Writing: Composition</p>

<p>apostrophes for singular possession.</p> <p>Mostly accurate use of apostrophes for plural possession</p> <p>Writing demonstrates some use of a wider range of punctuation:</p> <ul style="list-style-type: none"> • Brackets, dashes and commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 	<p>and when prompted can explain reasons.</p> <p>Predict what might happen from what is stated and implied in a text.</p> <p>With support, discuss how authors use language, including similes, considering the impact on the reader</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience</p> <p>Present information they have found out from a book or other source, maintaining a focus on the topic.</p> <p>Learn a range of poetry off by heart</p> <p>With support, review a book they have read, explaining why they would or would not recommend the book to others</p> <p>With support, provide reasoned justifications for their views in response to prompts</p> <p>Recommend books to peers, usually giving clear reasons for their choices</p>	<p>Planning:</p> <p>Plan writing by identifying the audience and purpose of the writing.</p> <p>Select the appropriate form for writing using similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Draft and Write:</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Develop setting, characters and plot in narrative writing: • Use different ways to open the story • Add scenes, character, dialogue to a familiar story</p> <p>• Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story</p> <p>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</p> <p>Use paragraphs to organise more complex information and narrative. (In narrative, split into several paragraphs relating to story structure.)</p> <p>Use a wide range of devices to build cohesion within a paragraph (then, after that, this, firstly).</p> <p>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.)</p> <p>Evaluate and Edit:</p> <p>Proof-read for spelling and punctuation errors</p> <p>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.</p>
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