# Literacy Map – Year 5

| GRAMMAR THROUGH READING & WRITING | |
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| Sentence | Word |
| <ul><li>Identify and use main subordinate clauses accurately</li><li>Write complex sentences using an embedded clause beginning with *who, which, where, whose, when* or *that,* or with an implied relative pronoun</li><li>Use rhetorical questions to engage the reader</li></ul> | <ul><li>Use expanded noun phrases to add detail or convey complicated information (*new baker's shop on the green*)</li><li>*Use modal verbs (may, might, should)* or adverbs (*perhaps, surely*) to indicate degrees of possibility</li><li>Convert nouns or adjectives into verbs using suffixes (eg. – ate, - ise, -ify).</li></ul> |
| Punctuation | Text |
| <ul><li>Use and punctuate direct and reported speech accurately and know the difference between the two</li><li>Use commas to clarify meaning or avoid ambiguity</li><li>Use brackets, dashes or commas to indicate parenthesis</li><li>Use hyphens to avoid ambiguity (*the best dressed boy)* where the individual words could cause confusion</li><li>Use ellipsis appropriately</li><li>Use a colon to introduce a list</li><li>Punctuate bullet points consistently</li></ul><br>Key terminology: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | <ul><li>Use connectives ( *eg. Despite, after that, although, therefore)* to build cohesion within a paragraph*.*</li><li>Use connectives to link ideas across paragraphs – *later* (time), *nearby* (place), *secondly* (number)</li><li>Use formal and informal (colloquial) language appropriately<br>(eg. *The use of non-standard forms in direct speech – "Ere wotcha lookin' at?" he snarled.)*</li><li>Apply the rules of Standard English accurately and consistently:<ul><li>Agreement between nouns/pronouns and verbs</li><li>Consistency of tense and subject</li><li>Avoidance of double negatives</li><li>Avoidance of slang</li></ul></li></ul> |

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| SPELLING (see also Year 5-6 word list) ||
| <ul><li>Revision of work from previous years</li><li>Endings which sound like shus spelt- cious or –tious</li><li>Endings which sound like shal</li><li>Words ending in – ant, -ance/-ancy, -ent, -ence/-ency</li><li>Words ending in –able and –ible/ words ending in –ably and –ibly</li><li>Adding suffixes beginning with vowel letters to words ending in -fer</li></ul> | <ul><li>Use of the hyphen</li><li>Words with the ee sound spelt ei after c</li><li>Words containing the letter string ough</li><li>Words with 'silent' letters (ie. Words whose presence cannot be predicted from the pronunciation of the word)</li><li>Homophones and other words that are often confused</li></ul> |

| WRITING COMPOSITION | RANGE |
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| <ul><li>Identifying audience/purpose, selecting the appropriate form and using similar writing as models</li><li>Noting and developing initial ideas, sometimes drawing on reading and research</li><li>In narrative writing, considering how authors have developed characters and settings</li><li>Selecting appropriate grammar and vocabulary, understanding the effect on meaning</li><li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>Précising longer passages</li></ul> | <ul><li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books</li><li>Reading books that are structured in different ways and reading for a range of purposes</li><li>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</li><li>Recommending books they have read to their peers, giving reasons for their choices</li><li>Identifying and discussing themes and conventions in and across a wide range of writing</li></ul> |

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| • Using a wide range of devices to build cohesion within and across paragraphs<br>• Using further organisational/presentational devices to structure text and guide the reader (eg. Headings, bullet points, underlining)<br>• Assessing the effectiveness of their own and others' writing<br>• Proposing changes to vocabulary, grammar and punctuation to enhance effects/ clarify meaning<br>• Distinguishing between the language of speech and writing<br>• Proof-read for spelling and punctuation errors | • Making comparisons within and across books<br>• Learning a wider range of poetry by heart |
| **READING COMPREHENSION** | **OTHER ORACY (see whole school objective)** |
| • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context<br>• Asking questions to improve their understanding<br>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>• Predicting what might happen from details stated and implied<br>• Summarising the main ideas drawn from more than one paragraph, identifying key supporting details<br>• Identifying how language, structure and presentation contribute to meaning<br>• Discuss and evaluate how authors use language, including figurative language, and the impact on the reader<br>• Distinguish between statements of fact and opinion<br>• Retrieve, record and present information from non-fiction | • Discussing books read to them, and by themselves, building on their own and others' ideas and challenging views courteously<br>• Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary<br>• Providing reasoned justifications for their views<br>• Preparing poems and plays to read aloud/perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience<br>• Performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear |
| **HANDWRITING** | **BOOKS READ IN CLASS** |
| Write legibly, fluently and with increasing speed by:<br>• Choosing which shape of a letter to use when given choices | Coming Soon |

| and deciding, as part of their personal style, whether or not to join specific letters<br>• Choosing the writing implement that is best suited for a task (eg. Quick notes, letters) | |