

### ***Reading in Y5 - pupils need to be able to***

- ❖ Make notes on and use evidence from across a text to explain events or ideas
- ❖ Infer writers' perspectives from what is written and from what is implied
- ❖ Compare different types of narrative and information texts and identify how they are structured
- ❖ Distinguish between everyday use of words and their subject specific use
- ❖ Explore how writers use language for comic and dramatic effects
- ❖ Reflect on reading habits and preferences and plan personal reading goals
- ❖ Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts
- ❖ Compare how a common theme is presented in poetry, prose and other media

#### **Activities to support reading development**

- ❖ **Encourage your child to read every day, use a text type that they are interested in and are keen to read**
- ❖ **Listen to your child read as often as possible, as this develops fluency and confidence with reading aloud**
- ❖ **Encourage your child to choose a different genre**

### ***Writing in Y5 - pupils need to be able 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
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

#### **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]

#### **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

Proof-read for spelling and punctuation errors

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

*Literacy text types covered in Y5 - Narrative (Myths & Legends, stories from other cultures, novels and stories by significant children's authors, detective/mystery stories, classical/older narrative), Non-Narrative (persuasive texts, leaflets, adverts, brochures, explanation texts, instructions, reports) and a range of poetry.*

## Key grammar features in Y5

- Prepositions
- Adjectives, specific descriptive language, comparative adjectives
- Exclamatory sentences, exclamation marks
- Adverbial phrases
- Varied sentence structures for effect - simple, compound and complex sentences
- Variety of punctuation
- Conjunctions
- Words and phrases to signal time sequences
- Use of dialogue, speech verbs and speech punctuation
- Similes, alliteration, metaphors, onomatopoeia, personification

### Spelling - pupils are given opportunities to:

- Develop a range of personal strategies for spelling at the point of composition and for learning new and irregular words
- Develop a range of strategies for checking and proof reading spellings after writing
- Use dictionaries to check the spelling and meaning of words
- Use a thesaurus
- Proof-read for spelling errors

### The following areas are a focus in Y5

- Revise plurals e.g. adding -s, -es and -ies
- Revise apostrophe for contraction.
- Use of the hyphen e.g. co-ordinate, co-operate
- Words containing the letter-string -ough.
- Words ending in -able and -ably, -ible and -ibly.
- Words with 'silent' letters e.g. knight, psalm, solemn
- Words with the /i:/ sound spelt ei after c.eg receive, ceiling.
- Words with unusual spellings e.g. bruise, guarantee, queue, immediately, vehicle, yacht

### Homophones

e.g. isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed.  
altar/alter, ascent/assent, bridle/bridal, led/lead, steal/steel.  
cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose

## Useful Terms

### Conjunction

A conjunction is a word or phrase that links clauses or sentences.

e.g. addition *also, furthermore, moreover*  
opposition *however, nevertheless, on the other hand*  
reinforcing *besides, anyway, after all*  
explaining *for example, in other words, that is to say*  
listing *first(ly), first of all, finally*  
indicating result *therefore, consequently, as a result*  
indicating time *just then, meanwhile, later*

### Sentences

A sentence can be **simple, compound or complex**.

A **simple sentence** consists of one **clause**: *It was late.*

A **compound sentence** has two or more clauses joined by *and, or, but* or *so*. The clauses are of equal weight (they are both main clauses): *It was late but I wasn't tired.*

A **complex sentence** consists of a main clause which itself includes one or more subordinate clauses: *Although it was late, I wasn't tired.*

(The subordinate clause beginning with *although* is underlined and is used to add more detail into the sentence)

### Clause

A clause is a group of words that expresses an event (*she drank some water*) or a situation (*she was thirsty/she wanted a drink*). It usually contains a **subject** (*she* in the examples) and **verb** (*drank/was/wanted*)

**Simile** - comparing one thing with another using words "like" or "as" e.g. as cold as ice

**Metaphor** - comparing two things by saying that one thing is the other (not using the words like or as) e.g. the morning was a blanket of warmth wrapped around me.

**Personification** - describing non-human things in a human way e.g. The tree waved its arms in the wild wind.

**Alliteration** - using the same sound at the beginning of words - five friendly fish

**Onomatopoeia** - when the sound of the word reflects its meaning e.g. zoom

### Adverbials

A word or group of words that explain "when", "how" or "where" the action takes place.

They can come before or after a verb e.g. "when" - The train **finally** left the station,

"how" - The boy ran **quickly** through the field, "where" - The children ran **outside**.

Adverbials can also be used to compare the way in which actions are done e.g. Fiona painted **more carefully** than Tom.