

## Literacy Basic Skills Overview - Year 5

This document highlights the essential skills that need to be securely learned in Year 5 to enable pupils to build on this knowledge and make progress in Year 6. To ensure there are no gaps in children's learning, Year 6 teachers should use this document at the start of the academic year to analyse pupils' work. Teachers should focus on the objectives highlighted in yellow to determine whether children are secure in these basic skills, or whether consolidation is needed before moving onto the Year 6 curriculum.

Writing - Composition	Writing - Transcription	Writing - Vocabulary, Grammar and Punctuation
<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own.</li> <li>Begin to use specific organisational and presentational devices to structure text and to guide the reader.</li> <li>Begin to consider how characters and settings are developed within a piece of writing.</li> </ul> <p><b>Drafting and Writing:</b></p> <ul style="list-style-type: none"> <li>Begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (e.g. verb forms, passive verbs, modal verbs and adverbs)</li> <li>Begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</li> <li>Use some devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials)</li> <li>Link paragraphs using adverbials of time.</li> <li>Beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</li> <li>Use the correct tense throughout a piece of writing.</li> </ul> <p><b>Evaluation and Editing:</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing.</li> <li>Beginning to propose changes to vocabulary, grammar and punctuation to enhance writing.</li> </ul> <p><b>Proofreading:</b></p> <ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors.</li> </ul>	<p><b>Spelling:</b> <i>See spelling diagnostic and progression for all spelling rules. This can be used for assessment.</i></p> <ul style="list-style-type: none"> <li>Revision from Year 4.</li> <li>Year 5 spelling rules and guidance.</li> <li>Begin to spell some words with 'silent' letters [for example, knight, psalm, solemn] and homophones.</li> <li>Spell most of the words on the Year 3/4 word list correctly. Spell some of the words on the Year 5/6 word list correctly.</li> <li>Endings which sound like /ʃəs/ spelt –cious or –tious.</li> <li>Endings which sound like /ʃəl/.</li> <li>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency.</li> <li>Words ending in –able and –ible.</li> <li>Words ending in –ably and –ibly.</li> <li>Adding suffixes beginning with vowel letters to words ending in –fer.</li> </ul> <p><b>Handwriting and Presentation:</b></p> <ul style="list-style-type: none"> <li>Choose which shape of a letter to use when given choices and deciding whether or not to join letters.</li> </ul>	<p><b>Grammatical knowledge:</b></p> <ul style="list-style-type: none"> <li>Revision from Year 4.</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</li> <li>Use the punctuation taught from Y1-Y5 mostly correctly, including accurate punctuation of direct speech.</li> <li>Begin to use brackets, dashes or commas to indicate parenthesis.</li> <li>Indicating degrees of possibility using adverbs [for example, perhaps, surely].</li> <li>Use modal verbs [for example, might, should, will, must].</li> </ul> <p><b>Grammatical terminology:</b></p> <ul style="list-style-type: none"> <li>Modal verb</li> <li>Relative pronoun</li> <li>Relative clause</li> <li>Parenthesis</li> <li>Bracket</li> <li>Dash</li> <li>Cohesion</li> <li>Ambiguity</li> </ul>

Reading: Word Reading	Reading: Comprehension	Spoken Language
<ul style="list-style-type: none"> <li>• Usually read fluently.</li> <li>• Read most words and decode new words automatically.</li> <li>• Becoming confident and independent when decoding unfamiliar words.</li> <li>• Use knowledge of root words, prefixes and suffixes to read and understand new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss about a wide range of fiction, plays, poetry, non-fiction and reference books.</li> <li>• Read books that are structured in different ways and written for different purposes.</li> <li>• Recommend books to my friends and give reasons for my choices.</li> <li>• Retell a wider range of books, including classics, modern fiction and stories from a range of other cultures.</li> <li>• Identify themes and conventions in a wide range of different writing.</li> <li>• Prepare, read aloud and perform poems and play-scripts using intonation, tone, volume and action. This makes the meaning clear to the audience.</li> <li>• Learn a wide range of poems by heart.</li> <li>• Understand what I have read by:               <ul style="list-style-type: none"> <li>○ Checking the text makes sense and discussing my understanding.</li> <li>○ Explaining the meaning of words in context.</li> <li>○ Asking questions to help me understand the text.</li> <li>○ Making inferences about character's feelings, thoughts and actions. I can then justify my inferences with evidence.</li> <li>○ Predicting what might happen using the text.</li> <li>○ Identifying the ideas in a text and summarising them.</li> <li>○ Identifying how language, structure and presentation help the meaning of a text.</li> <li>○ Retrieving, recording and presenting information from non-fiction texts.</li> <li>○ Discussing and evaluating how authors use language.</li> <li>○ Participating in discussions about books, taking turns and listening to other people's opinions. I can also challenge other people's views courteously.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers.</li> <li>• Ask relevant questions to extend their understanding and knowledge.</li> <li>• Use relevant strategies to build their vocabulary.</li> <li>• Articulate and justify answers, arguments and opinions.</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• Speak audibly and fluently with an increasing command of Standard English.</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates.</li> <li>• Gain, maintain and monitor the interest of the listener(s).</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>
<b>Text Suggestions</b>		
<ul style="list-style-type: none"> <li>• Licked (Paul Jennings) – modal verbs, predicting, direct and reported speech, performance.</li> <li>• The Highwayman (Alfred Noyes) – figurative language, expanded noun phrases, performance.</li> <li>• The Explorer (Katherine Rundell) – personification, dialogue to convey character and advance the action, inference, authorial intent.</li> <li>• Wed Wabbit (Lissa Evans) – formality/informality within speech, range of sentences, inference, atmosphere/suspense.</li> </ul>		