

Roundswell Community School Primary Academy

Year 5 Literacy Curriculum Overview

| Area | Key Focus/ Objectives |
|---|--|
| <p>Reading Comprehension</p> <p>(Guided reading Shared reading/interrogating a text)</p> | <ul style="list-style-type: none"> • Through shared and guided reading experiences, read an increasingly wide range of texts that are structured in different ways, reading for a range of purposes. • Continue to develop reading responses so that guided reading skills are reinforced and that reasoned justifications for their views are developing. • Increase the familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, 'classic' fiction and books from other cultures and traditions. • Prepare poems and plays to read aloud and perform, to show understanding through intonation, tone and volume so that the meaning is clear to an audience. • Encourage children to begin to lead guided reading and shared reading discussions, asking questions to improve their understanding. • Identify and discuss themes and conventions through a variety of texts. • Predict what might happen from details stated and implied. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. • Give specific comments about a writer's intentions. • Explain the effect the text has on a reader explaining the writer's purpose and effects of a text. • Identify what a writer is trying to achieve by choosing certain words and sentences. • Explore the meaning of new words in context, checking for sense. • Discuss ways in which a text is deliberately set out or ordered, or its use or presentational devices • Distinguish between statements of fact and fiction. • With non-fiction, appraise a text quickly, retrieve information and evaluate its value. • Develop the skills of skimming and scanning and efficient reading so that research becomes more effective. |
| <p>Writing Composition</p> <p>Planning Drafting Evaluating Editing</p> | <ul style="list-style-type: none"> • Identify the audience and purpose when writing, selecting the appropriate form and style, and using other similar writing as models for own. • Note and develop initial ideas, drawing on reading and research where necessary. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Use a variety of simple and complex sentences in writing to have an effect on the reader • Use a range of devices to build cohesion within and across paragraphs, creating clear a opening and closing and material developed in each section and paragraph • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • Use organisational and presentational devices to structure text and to guide the reader. • Assess the effectiveness of their own and others' writing • Encourage children to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning as well as respond to targets/structured marking comments • Use varied vocabulary and begin to create figurative language devices to have an impact on meaning and create effects • Ensure the consistent use of tense throughout a piece of writing. • Use the 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 compositions and edit to produce a final form, matched to the needs of the identified reader • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. |

| | | |
|---|---|---|
| <p>Grammar, Vocabulary and Punctuation</p> | <ul style="list-style-type: none"> • Compose and rehearse sentences orally (warm up a sentence), so children can continue to use auditory skills to develop rich language choices, create an increasing range of structures and practise using punctuation such as commas accurately. • Investigate word order by examining how far the order of words in sentences can be changed. • Construct sentences in different ways whilst still retaining the meaning. • To search for, identify and classify a range of prepositions. Experiment with substituting different prepositions and their effect on meaning. • To search for, identify and classify a range of prepositions. Experiment with substituting different prepositions and their effect on meaning. • Use expanded noun phrases to convey complicated information concisely. • Use modal verbs and adverbs indicating degrees of possibility. • Use relative clauses beginning with who, which, what, where, when, whose, that or with an implied relative pronoun. • Search for, collect, define and spell technical words derived from work in other subjects. • Use commas accurately to embed clauses in more complex sentences structures. • Use brackets, dashes, commas to indicate parenthesis. • Consolidate all the rules for direct speech and understand the difference between direct and reported speech and securing the appropriate layout. | <p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points active passive inverted commas prepositions Standard English noun phrases conditionals</p> |
| <p>Spelling</p> | <p>(Use spelling teaching sequence, elements of Letters and Sounds' and spelling overview- see attachment)</p> <ul style="list-style-type: none"> • Use a range of personal strategies to learn new and irregular words • Use a range of personal strategies for spelling at the point of composition • Use a range of personal strategies for checking and proof reading spellings after writing • Use further prefixes and suffixes and understand the guidelines for adding them • Spell some words with silent letters • Continue to distinguish between homophones and other words that are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • Use dictionaries to check the meaning of words • Use a thesaurus • Use the first three or four letters of a word to check spelling, meaning or both in a dictionary. | |
| <p>Handwriting and Presentation</p> <p>Developing Skills Book 3</p> | <ul style="list-style-type: none"> • Ensure children practise the three p's (pen hold, paper position, posture) when handwriting. • Use joined handwriting for all writing unless other special forms are needed. • Use a range of presentational skills. • Practise handwriting in conjunction with spellings where possible. • To build up speed and fluency through speed writing and practicing patterns. • Ensure consistency in size and proportions of letters and spacing between letters and words. • Revise difficult joins (ve, we, oe, fe, re) from the four basic joins demonstrated through Nelson. | |
| <p>Oracy</p> | <ul style="list-style-type: none"> • Continue to establish and expect 'Talk for Maths' principles within the classroom, as ground rules for dialogue. • Coherently and confidently convey detailed information for all listeners • Continue to develop an enquiring mind, asking questions readily to extend their thinking and exploring different question types. • Be able to use their understanding of different viewpoints to develop an informed view of their own • Present a spoken argument, using persuasive devices and language, as well as sequencing points logically and defending opposing views with some reasoned evidence. • Identify some aspects of talk which vary between formal and informal occasions. • Take on different roles within groups, including scribe, reporter, leader/ controller, understanding the process of decision making. • Explain and discuss their understanding of topics through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Be able to ask and answer questions relevant to the focus of the enquiry | |

| | |
|--------------|---|
| | <ul style="list-style-type: none">• Compose and rehearse sentences orally (warm up a sentence), so children can continue to build up a rich and varied language within complex sentence structures. |
| Drama | <ul style="list-style-type: none">• Use drama conventions to explore relevant issues and actions.• Reflect on how working in role helps to explore complex issues.• Using dramatic conventions, perform a scripted scene and discuss the effects created. |