



Literacy Map – Year 5

GRAMMAR THROUGH READING & WRITING

Sentence	Word
<ul style="list-style-type: none"> Identify and use main and subordinate clauses accurately Write complex sentences using an embedded clause beginning with <i>who, which, where, whose, when</i> or <i>that</i>, or with an implied relative pronoun Use rhetorical questions to engage the reader 	<ul style="list-style-type: none"> Use expanded noun phrases to add detail or convey complicated information (<i>new baker's shop on the green</i>) Use modal verbs (<i>may, might, should</i>) or adverbs (<i>perhaps, surely</i>) to indicate degrees of possibility Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify).
Punctuation	Text
<ul style="list-style-type: none"> Use and punctuate direct and reported speech accurately and know the difference between the two Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use hyphens to avoid ambiguity (<i>the best-dressed boy</i>) where the individual words could cause confusion Use ellipsis appropriately Use a colon to introduce a list Punctuate bullet points consistently <p>Key terminology: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<ul style="list-style-type: none"> Use connectives (<i>eg. despite, after that, although, therefore</i>) to build cohesion within a paragraph. Use connectives to link ideas across paragraphs - <i>later</i> (time), <i>nearby</i> (place), <i>secondly</i> (number). Apply the rules of Standard English accurately and consistently: <ul style="list-style-type: none"> agreement between nouns/pronouns and verbs consistency of tense and subject avoidance of double negatives avoidance of slang. Use formal and informal (colloquial) language appropriately (<i>eg. the use of non-standard forms in direct speech - "Ere wotcha lookin' at?" he snarled.</i>)
SPELLING (see also Years 5-6 word list pg 66-72 NC)	
<ul style="list-style-type: none"> Revision of work from previous years Endings which sound like shus spelt -cious or -tious Endings which sound like shal Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -able and -ible/ words ending in -ably and -ibly Adding suffixes beginning with vowel letters to words ending in -fer 	<ul style="list-style-type: none"> Use of the hyphen Words with the ee sound spelt ei after c Words containing the letter string ough Words with 'silent' letters (ie. words whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused

<p style="text-align: center;">WRITING COMPOSITION</p> <ul style="list-style-type: none"> • Identifying audience/purpose, selecting the appropriate form and using similar writing as models • Noting and developing initial ideas, sometimes drawing on reading and research • In narrative writing, considering how authors have developed characters and settings • Selecting appropriate grammar and vocabulary, understanding the effect on 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/presentational devices to structure text and guide the reader (eg. headings, bullet points, underlining) • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects/ clarify meaning • Distinguishing between the language of speech and writing • Proof-read for spelling and punctuation errors 	<p style="text-align: center;">RANGE</p> <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books • Reading books that are structured in different ways and reading for a range of purposes • 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 • Recommending books they have read to their peers, giving reasons for their choices • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books • Learning a wider range of poetry by heart
<p style="text-align: center;">READING COMPREHENSION</p> <ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking questions to improve their understanding • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key supporting details • Identifying how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, and the impact on the reader • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction 	<p style="text-align: center;">OTHER ORACY (see whole school objectives)</p> <ul style="list-style-type: none"> • Discussing books read to them, and by themselves, building on their own and others' ideas and challenging views courteously • 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 • Providing reasoned justifications for their views • Preparing poems and plays to read aloud/perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • Performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear
<p style="text-align: center;">HANDWRITING</p> <p><u>Write legibly, fluently and with increasing speed by:</u></p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters • choosing the writing implement that is best suited for a task (eg. quick notes, letters) 	<p style="text-align: center;">TEXT IDEAS</p> <p>Where Once We Stood FArTHER The Promise The Lost Book of Adventure King Kong</p>