

## Year 5 Literacy Curriculum Overview

CC Overall Theme	A	Community	Celebration	Leaders		Sport and Leisure / Teamwork	Beside the Seaside
	B	Journeys	Memories	Water		Our Wonderful World	Food Glorious Food
<b>Year 5</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
CC Topic Focus	A	<i>UK / Anglo Saxons</i>	<i>Lighting Christmas Cottages</i>	<i>Vikings / North America Leaders and Landscape</i>		<i>Textiles</i>	<i>Composing Texture and Pitch</i>
	B	<i>Viking Settlers / UK</i>	<i>Objects and meanings – Still Art</i>	<i>North America / Lakes and Rivers</i>		<i>Composing Texture and Pitch</i>	<i>Cooking Healthy Eating</i>
Reading Focus		JK Rowling	If I were in charge of the world – Judith Viorst	Running on the Roof of the world Jess Butterworth	The Goldfish Boy – Lisa Thompson	Magic Faraway Tree - Enid Blyton	David Walliams
Comprehension		<ul style="list-style-type: none"> <li>• I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.</li> <li>• I can write or give a detailed book review including reasons why I would recommend the book.</li> <li>• I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.</li> <li>• I can discuss and compare events, issues and characters within a book.</li> <li>• I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear.</li> <li>• I can understand what I am reading by checking the book makes sense and finding the meaning of new words.</li> <li>• I can ask sensible and interesting questions about the texts to help me understand them more.</li> <li>• I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.</li> <li>• I can predict what might happen in increasingly complex texts by using evidence from the text.</li> <li>• I can talk about why authors use language, including figurative language, and the impact it has on the reader.</li> <li>• I can tell the difference between statements of fact and opinion.</li> <li>• I can find and write down facts and information from non-fiction texts.</li> </ul>					
Writing Focus		Fiction: <b>Tales from other cultures / Suspense and mystery</b>	Non-Fiction: <b>Chronological reports</b>  Poetry: <b>Free verse poems</b>	Non-Fiction: <b>Persuasive writing</b>  Poetry: <b>Traditional /</b>	Fiction: <b>Stories with flashbacks</b>  Non-Fiction: <b>Information texts</b>	Fiction: <b>Fantasy / Adventure</b>  Non-Fiction: <b>Non-chronological reports</b>	Non-Fiction: <b>Play scripts</b>  Poetry: <b>Narrative poems</b>

	<b>Non-Fiction: Recounts</b> Invention Week	Invention Week	<b>Classical Poems</b> Invention Week	Invention Week	Invention Week	Invention Week
<i>Alan Peat Sentences</i>	<b>Other Cultures:</b> Refer to AP Guide  <b>Recounts:</b> Time starters Outside (inside); List sentence! Emotion - consequence	<b>Chron Report:</b> Noun, who/which/where, BOYS The question is: ? De:de	<b>Persuasive:</b> 'ly' words Same word end of two sentences How would you feel...? Certainty Statement	<b>Flashbacks:</b> Refer to AP Guide  <b>Information / Leaflets :</b> Noun, who / which / were,; BOYS; The Question is: ?. Classification Experts The more, the more	<b>Fantasy / Adventure:</b> Refer to AP Guide  <b>Non Chron Reports:</b> Noun, who/which/where, BOYS The question is: ?	<b>Play Scripts:</b> 2A sentences Short Sentence The more, the more
<i>Spoken Language</i>	<ul style="list-style-type: none"> <li>I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.</li> </ul>		<b>Word Reading</b>	<ul style="list-style-type: none"> <li>I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.</li> </ul>		
<i>Writing - Composition</i>	<ul style="list-style-type: none"> <li>I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.</li> <li>I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</li> <li>I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.</li> <li>I can draft and write by selecting the correct grammar in my writing. I can use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work.</li> <li>I can write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood.</li> <li>I can draft and write by summarising longer passages.</li> <li>I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.</li> <li>I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.</li> <li>I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.</li> <li>I can give feedback on and improve my own writing and my classmates'.</li> <li>I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</li> <li>I can mark and edit work to have the correct tense throughout.</li> <li>I can mark and edit work to have the correct subject and verb agreement.</li> <li>I can read work looking for spelling errors and correct them using a dictionary.</li> <li>I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.</li> <li>I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.</li> </ul>					

<p><b>Writing – Vocabulary, Grammar and Punctuation</b></p>	<ul style="list-style-type: none"> <li>I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.</li> <li>I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-.</li> <li>I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun.</li> <li>I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</li> <li>I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.</li> <li>I can use brackets and can also use dashes or commas for the same purpose.</li> <li>I can use commas to make my writing clear to the reader.</li> <li>I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.</li> </ul>					
<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>Words with endings that sound like 'shuhs' spelt with '-cious'</li> <li>Words with endings that sound like 'shuhs' spelt with '-tious' or '-ious'</li> <li>Words with the short vowel sound 'i' spelt with 'y'</li> <li>Words with the short vowel sound 'l' spelt with 'y'</li> <li>Homophones and near homophones</li> <li>Homophones and near homophones</li> </ul>	<ul style="list-style-type: none"> <li>Words with silent letters</li> <li>Words with silent letters</li> <li>Modal verbs</li> <li>Words ending in 'ment'</li> <li>Adverbs of possibility and frequency</li> <li>Statutory Spelling Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>Creating nouns using '-ity' suffix</li> <li>Creating nouns using '-ness' suffix</li> <li>Creating nouns using '-ship' suffix</li> <li>Homophones &amp; Near Homophones</li> <li>Homophones &amp; Near Homophones</li> <li>Homophones &amp; Near Homophones</li> </ul>	<ul style="list-style-type: none"> <li>Words with an 'or' sound spelt 'or'</li> <li>Words with 'or' sound spelt 'au'</li> <li>Convert nouns or adjectives into verbs using the suffix '-ate'</li> <li>Convert nouns or adjectives into verbs using the suffix '-ise'</li> <li>Convert nouns or adjectives into verbs using the suffix '-ify'</li> <li>Convert nouns or adjectives into verbs using the suffix '-en'</li> </ul>	<ul style="list-style-type: none"> <li>Words containing the letter string 'ough'</li> <li>Words containing the letter string 'ough'</li> <li>Adverbials of time</li> <li>Adverbials of place</li> <li>Words with an 'ear' sound spelt 'ere'</li> <li>Statutory Spelling Challenge Words</li> </ul>	<ul style="list-style-type: none"> <li>Unstressed vowels in polysyllabic words</li> <li>Adding verb prefixes 'de-' and 're-'</li> <li>Adding verb prefix 'over-'</li> <li>Convert nouns or verbs into adjectives using suffix '-ful'</li> <li>Convert nouns or verbs into adjectives using suffix '-ive'</li> <li>Convert nouns or verbs into adjectives using suffix '-al'</li> </ul>
<ul style="list-style-type: none"> <li>I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</li> <li>I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.</li> <li>I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.</li> <li>I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.</li> <li>I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.</li> <li>I can spell some words with 'silent' letters e.g. knight, psalm, solemn.</li> <li>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</li> <li>I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.</li> <li>I can use a thesaurus.</li> </ul>						
<p><b>Handwriting</b></p>	<p>The Ladder Family Letters: 'l', 'i', 'u', 't', 'y', 'j'</p>	<p>The One Armed Robot Family Letters: 'n', 'm', 'h', 'k', 'b', 'p', 'r'</p>	<p>The Curly Caterpillar Family Letters: 'c', 'a', 'd', 'e', 's', 'g', 'f', 'q', 'o'</p>	<p>The Zigzag Monster Family Letters: 'z', 'v', 'w', 'x'</p>	<p>Recap / Consolidate</p>	
<ul style="list-style-type: none"> <li>I can write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>I can write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.</li> </ul>						

