Literacy Planning for Class 5

Genres:

	Autumn		Spring	Summer	
Fiction	Genres overview	Myths and legends/ Historic Fiction	Stories with flashbacks	Older Literature (inc. poetry)	Extending Narrative
Non-Fictio	Non-chronological report / Journalistic writing (year B)		Argument/Persuasive texts (B) Biography and Autobiography (A)	Argument/Persuasive texts (A) Biography and Autobiography (B)	
Poetry	Power of Imagery ~ Personification, metaphor, simile … devices		Finding a Voice ~ Poetry addressing issues	Classic narrative poetry	

Key read aloud Texts	Autumn		Spring		Summer	
	A	B	A	B	A	B

Fiction	**Aesop's Fables** **Greek myths** **Iron Man- Ted Hughes** **Somerset Stories**	**Journey to the River Sea- Eva Ibbotson**	**The invention of Hugo Cabret– Brain Selznick/ Eye of the Wolf- Daniel Pennac,**	**Holes- Louis Sachar**	**Willow Pattern story- Allan Drummond** **Cogheart- Peter Bunzl**	**Midsummer Night's Dream- Shakespeare**
Non-Fiction	**Forces- Isaac Newton**	**First News/ Newspapers** **Online news** **Rivers/Water**	**Darwin biography** **Origin of Species- C. Darwin by Sabina Radeva**	**Political flyers/manifestos** **MLK Speech**	**Isle of Wight Holiday brochures**	**Shakespeare Biography**
Poetry	**Harvest poems** **There came a day- Ted Hughes** **Mushrooms- Sylvia Plath**	**Harvest poems** **River poems**	**What on Earth- Judith Nichols** **Deer- Elizabeth Jennings** **Song of the Whale- Kit Wright** **All the wild wonders: Poems of our Earth- Wendy Cooling**	**Back in the playground blues – Adrian Mitchell**	**Highwayman – Alfred Noyes**	**The Charge of the Light Brigade- AL Tennyson**
Author of the term	**Hannah Gold**	**Shaun Tann**	**Abi Elphinstone**	**M G Leonard**	**Onjali Rauf**	**Emma Caroll**

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading – Word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Writing - Transcription

Pupils should be taught to

Spelling (see English Appendix 1)

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and presentation

Pupils should be taught to

write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

- choosing the writing implement that is best suited for a task.

APPENDIX 1 – Spelling - Year 5 and 6

Endings which sound like /ʃəs/ spelt –cious or –tious vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious

Endings which sound like /ʃəl/ official, special, artificial, partial, confidential, essential

Words ending in –ant, –ance/–ancy, –ent, –ence/–ency observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration),substance (substantial), innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential), assistant, assistance, obedient, obedience, independent, independence

Words ending in –able and –ible Words ending in –ably and –ibly adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly

Adding suffixes beginning with vowel letters to words ending in –fer referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference

Use of the hyphen co-ordinate, re-enter, co-operate, co-own

Words with the /i:/ sound spelt ei after c deceive, conceive, receive, perceive, ceiling

Words containing the letter-string ough ought, bought, thought, nought, brought, fought, rough, tough, enough cough, though, although, dough through, thorough, borough, plough

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) doubt, island, lamb, solemn, thistle, knight

Homophones and other words that are often confused advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, farther: further/father: a male parent, guessed: past tense of the verb *guess*/guest: visitor, heard: past tense of the verb *hear*/herd: a group of animals, led: past tense of the verb *lead*/lead: present tense of that verb, or else the metal which is very heavy (*as heavy as lead*),morning: before noon/mourning: grieving for someone who has died, past: noun or adjective referring to a previous time (e.g. *In the past*) or preposition or adverb showing place (e.g. *he walked past me*)/passed: past tense of the verb 'pass' (e.g. *I passed him in the road*), precede: go in front of or before/proceed: go on, principal: adjective – most important (e.g. *principal ballerina*) noun – important person (e.g. *principal of a college*)/principle: basic truth or belief, profit: money that is made in selling things/prophet: someone who foretells the future, stationary: not moving/stationery: paper, envelopes etc., steal: take something that does not belong to you/steel: metal, wary: cautious/ weary: tired,

who's: contraction of *who is* or *who has*/ whose: belonging to someone (e.g. *Whose jacket is that?*)

WORD LIST YEAR 5/6									
accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached	available average awkward bargain bruise category cemetery committee communicate community competition	conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined	develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence	explanation familiar foreign forty frequently government guarantee harass hindrance identity	immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle	necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice	privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme	rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest	symbol system temperature thorough twelfth variety vegetable vehicle yacht

Reading - Comprehension

Pupils should be taught to

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- 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 that 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
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- 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 details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing - Composition

Pupils should be taught 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.

Class 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology

Consolidate Year 5 list	**Consolidate Year 5 list**	**Consolidate Year 5 list**	**Consolidate Year 5 list**	**<u>Consolidate</u>:**
Secure independent planning across story types using a range of story structures i.e. 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point e.g. of the 5part structure Maintain plot consistently working from plan **Paragraphs -**Secure use of linking ideas within and across paragraphs Vary connectives within paragraphs to build cohesion into a paragraph Secure development of characterisation **Non-fiction:** **Secure** planning across non-fiction genres and application Use a variety of text layouts appropriate to purpose Use range of techniques to involve the reader –comments, questions, observations, rhetorical	**Secure use of simple / embellished simple sentences** **Secure use of compound sentences** **Secure use of complex sentences:** **(Subordination)** **Main and subordinate clauses** with full range of conjunctions **Drop in –'ed' clause** e.g. *Poor Tim, exhausted by so much effort, ran home.* *The lesser known Bristol dragon, recognised by purple spots, is rarely seen.* **Active and passive verbs to create effect and to affect presentation of information** e.g. **Active:** *Tom accidently dropped the glass.* **Passive**: *The glass was accidently dropped by Tom.* **Active:** *The class heated the water.* **Passive:** *The water was*	Build in literary featureto create effects e.g. alliteration, onomatopoeia, similes,metaphors The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. *said versusreported, alleged, or claimed in formal speech or writing)* How words are relatedas synonyms and antonyms e.g. *big/ large / little* **Personification** **Onomatopoeia** **Empty words** e.g. *someone, somewhere was out to get him*	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma. Use of colon to introduce a list and semi-colons within lists. **Punctuation** of bullet points to list information. How hyphens can be usedto avoid ambiguity (e.g. *man eating shark versus man-eating shark, or recover versus re-cover*) **Dashes**	**Punctuation** • **Letter/ Word** • **Sentence** • **Statement question exclamation Command** • **Full stops/ Capitals** • **Question mark** • **Exclamation mark** • **'Speech marks'** • **Direct speech** • ***Indirect speech*** • **Inverted commas** • **Bullet points** • **Apostrophe contractions/ possession** • **Commas for sentence of 3 – description, action, views/opinions, facts** • Colon – instructions • **Parenthesis** • **Bracket- dash** **Singular/ plural** **Suffix/ Prefix Word family** **Consonant/Vowel** **Adjective / noun / noun phrase** • **Ambiguity** **Verb / Adverb** Bossy verbs - imperative **Tense**

questions Express balanced coverage of a topic Use different techniques to conclude texts Use appropriate formal and informal styles of writing Choose or create publishing format to enhance text type and engage the reader Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or asa consequence), and **elision** Layout devices, such as headings,sub-headings, columns, bullets, or tables, to structure text	*heated.* **Developed use of rhetorical questions for persuasion** **Moving sentence chunks (how, when, where) around for different effects** e.g. *The siren echoed loudly* *….through the lonely streets* *….at midnight* Expanded **noun phrases** to convey complicated information concisely (e.g. *the boy that jumped over the fence is over there, or the factthat it was raining meant the end of sports day*) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. *He's your friend, isn't he?*, or the use of the **subjunctive** in some very formal writing andspeech) as in *If I were you*. **Elaboration of starters using adverbial phrases** e.g. *Beyond the dark gloom of the*		**Use of commas to clarify meaning or avoid ambiguity**	**(past, present, future)modal verb** **Conjunction** / Connective **Preposition Determiner/** generaliser **Pronoun – relative/ possessive** **Clause** **Subordinate / relative clause** **Adverbial** **Fronted adverbial** Rhetorical question *Present and past progressive* ***present perfect; past perfect*** **Cohesion** **Ambiguity** Alliteration Simile – 'as'/ 'like' Synonyms Metaphor Personification Onomatopoeia **Introduce:** • **Active and passive voice** • **Subject and object** • **Hyphen** • **Synonym, antonym** • **Colon/ semi-colon** • **Bullet points** • **Ellipsis** • ***Subjunctive*** **Tense: *present and past progressive;***

	cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.			

Oracy

Beginning of UKS2	End of UKS2
Evaluating viewpoints	Critically evaluating viewpoints and evidence
Participating confidently in discussion	Facilitating and leading discussion
Presenting information	Adapting communication for audience and purpose
Organising spoken compositions	Refining and improving spoken compositions
Justifying opinions	Constructing evidence-based arguments
Showing audience awareness	Selecting appropriate register and style
Collaborating effectively	Leading and representing others
Explaining thinking	Influencing and persuading appropriately
Responding to audience needs	Adapting communication dynamically during presentations
Orally rehearsing ideas	Using oral composition to plan, improve and edit writing

Listening and Understanding	Language and vocabulary	Discussion and Collaboration
By the end of Upper Key Stage 2, pupils should be able to listen critically and attentively, demonstrating understanding through thoughtful analysis and response. Pupils typically: • Listen effectively to a range of speakers and extended spoken presentations in different contexts. • Identify key information, viewpoints and supporting evidence when listening.	**By the end of Upper Key Stage 2, pupils should be able to communicate clearly and precisely, selecting vocabulary and language structures appropriate to audience, purpose and context.** Pupils typically: • Use ambitious and precise vocabulary appropriately. • Select subject-specific language confidently across the curriculum. • Adapt language according to audience and purpose.	**By the end of Upper Key Stage 2, pupils should be able to contribute thoughtfully to discussions, evaluate ideas and support productive collaboration.** Pupils typically: • Contribute thoughtfully to a range of discussions. • Listen carefully to differing viewpoints. • Build upon, develop and challenge ideas respectfully. • Use discussion to develop and refine their own thinking.

• Infer meaning, intention and viewpoint from spoken language. • Listen critically and evaluate the contributions of others. • Recognise bias, exaggeration and persuasive language. • Consider and evaluate different viewpoints respectfully. • Demonstrate understanding through thoughtful responses and discussion. • Sustain concentration when listening for extended periods. • Recognise when information is unclear and ask specific questions for clarification. **This might sound like:** "The important point is..." "I think she meant..." "What evidence supports that viewpoint?" "I'm not sure I understand that part. Could you explain it further?"	• Use increasingly sophisticated sentence structures when speaking. • Use Standard English appropriately in formal contexts. • Explore shades of meaning between similar words. • Use language to explain, persuade, inform and entertain. • Select vocabulary deliberately to create a specific effect. • Discuss how word choice can influence meaning and impact. • Adjust language appropriately for formal and informal situations. **This might sound like:** "A more precise word might be..." "The author chose this word because..." "My argument is that..."	• Justify opinions using relevant reasons and evidence. • Ask purposeful questions that deepen discussion. • Encourage contributions from others. • Recognise and respect differing perspectives. • Adapt contributions according to context and audience. • Facilitate discussion and help groups reach shared conclusions. • Demonstrate leadership within collaborative activities. • Represent the views of others accurately when appropriate. • Adapt explanations according to the knowledge and needs of the listener. • Recognise when clarification or further detail is needed. • Keep collaborative discussions focused and purposeful. **This might sound like:** "Could we consider another perspective?" "What evidence supports that claim?" "Let's hear from someone who hasn't spoken yet." "To summarise our discussion..."

Reasoning and Thinking Through Talk	Storytelling and Oral Composition	Presentation and Leadership Communication
By the end of Upper Key Stage 2, pupils should be able to use spoken language to explore, evaluate and refine ideas and arguments. Pupils typically: • Explain complex ideas clearly and logically. • Justify opinions using evidence and reasoning. • Evaluate competing viewpoints. • Use increasingly precise language to justify, challenge and evaluate ideas during discussion and debate. • Use talk to solve complex problems and make decisions. • Speculate, hypothesise and explore possibilities. • Reflect critically on their own ideas and those of others. • Refine and improve thinking through discussion. • Evaluate the strength of evidence and arguments. • Challenge ideas respectfully and constructively. • Use spoken language to persuade and influence appropriately. • Change or refine opinions when presented with convincing evidence.	**By the end of Upper Key Stage 2, pupils should be able to orally compose, organise and refine narratives, explanations and arguments for different purposes and audiences.** Pupils typically: • Structure spoken narratives and explanations effectively. • Use storytelling techniques to engage listeners. • Organise spoken ideas logically and coherently. • Adapt spoken compositions according to purpose and audience. • Use discussion to improve vocabulary and language choices. • Draw upon language and structures encountered through reading. • Orally compose extended explanations, narratives and arguments. • Evaluate and improve spoken compositions before recording them. • Select the appropriate level of detail for the listener. • Use oral rehearsal to plan, structure and organise writing. • Use oral rehearsal to support editing and improving written compositions. **This might sound like:** "My argument is organised into three points..." "The audience needs to know..." "I could improve this by..."	**By the end of Upper Key Stage 2, pupils should be able to present information and ideas confidently and effectively, adapting communication for a range of audiences and purposes.** Pupils typically: • Speak confidently and clearly in formal and informal situations. • Present information in a logical and engaging sequence. • Use expression, intonation, pace and volume effectively. • Maintain the interest of listeners. • Adapt communication according to audience and purpose. • Demonstrate awareness of formal and informal registers. • Participate confidently in presentations, performances and debates. • Communicate ideas clearly to unfamiliar audiences. • Represent the views of others appropriately. • Demonstrate leadership through spoken communication. • Lead aspects of collective worship, church services or presentations.

This might sound like: "Whilst I understand that viewpoint, I think..." "The strongest evidence suggests..." "An alternative explanation could be..." "I changed my opinion because..."	"The most effective opening would be..."	• Communicate effectively within leadership roles such as school council, reading buddies, sports leaders and peer mediators. • Respond confidently to questions and feedback. • Reflect on and improve their effectiveness as a speaker. • Use eye contact, gesture and posture appropriately to engage an audience. • Recognise when an audience requires further explanation or clarification. • Modify language, presentation style or detail in response to audience needs. • Monitor audience engagement and adapt delivery accordingly. • Use Standard English appropriately in formal presentations and leadership contexts. **This might sound like:** "Good morning everyone..." "Thank you for your question." "Our group would like to explain..."