



Year 5 Literacy Implementation

These statements are used to assess the impact our teaching intention and the progress of children during their learning journey.

| | Autumn | Spring | Summer |
|-------------|---|---|---|
| Books Texts | <p>Descriptive writing – Fairground Lights Letter Writing – Persuasion, Complaint & Discussion Narrative – Eating Candyfloss Upside Down Poetry – Range of Poetry</p> | <p>Narrative – The Invention of Hugo Cabret Recounts – Newspapers Narrative – Wolves in the Walls Discursive texts – Persuasion and Discussion Myth – Treasury of Greek Mythology</p> | <p>SPaG Buster – Spelling, Punctuation & Grammar Reading for Understanding – Comprehension Narrative – Wolf Brother Traditional Tale – The Willow Pattern Narrative – Flashbacks</p> |
| | <p>I can use evidence to explain the purposes of different letters. I can compare a range of poems and explain my preferences through recommendations. I can deduce and infer the viewpoints in different texts. I can identify the theme of a story and support my opinions with evidence. I can explain a character’s actions with reference to the text. I can express the positives and negatives of an issue and justify my reasons. I can choose adjectives, verbs and adverbs to add impact to my descriptive writing. I can use a range of figurative language in my writing. I can collate information into paragraphs. I can compare poetry to other genres. I can identify the structure used in a story. I can write stories with themes. I can prepare plans to organise my writing. I can write in a range of genres for specific purposes: descriptive writing; a diary; an informal letter; a letter of complaint; a persuasive letter; a discussion text; a story with a theme; a poetry review; a humorous poem; a recount.</p> | <p>I can compare two characters using evidence from the text to support my views. I can read books that are structured in different ways and compare these structures. I can sequence events in a story using evidence to support and justify my decisions. I can summarise information precisely. I can investigate the impact on meaning of adding a range of prefixes and suffixes. I can organise my ideas to form the structure of a story. I can identify and explain the features of a newspaper report a discursive text and a myth. I widen my experience of fiction books and discuss the elements that I enjoy. I can ask questions to gather information for a newspaper report. I can use the Internet as a source to gather and sort information. I can edit and redraft my writing. I can use both direct and indirect speech. I can write in a range of genres for specific purposes: engage a reader in a character description; a story setting; a short story; a newspaper report; a letter from the perspective of a character; a persuasive speech; a discussion text; a diary page; a mythical story.</p> | <p>I can retrieve information from non-fiction texts. I can identify word types and categorise them correctly. I can use context to understand unfamiliar words. I can read a book from another culture. I can identify words unstressed vowels and why some need double consonants. I can explain the purposes of different sentences types. I can make deductions and inferences to answer questions about a text. I can justify my answers and opinions by referring back to a text. I can use modal verbs to show degrees of possibility. I can make appropriate predictions about a text. I can use a range of strategies to decipher the meaning of unfamiliar words. To organise a paragraph to link points to their evidence and analysis. To explain how flashbacks can be used in stories. I can use action and dialogue to move a story on. I can write in a range of genres for specific purposes: a play script; to create and maintain an atmosphere in a story setting; a quest story; a speech from a point of view; a story from a different perspective.</p> |