

Literacy in Y5

Please help yourself to
leaflets/glossaries.

These are also available on our
website

Reading

- Encourage children to read for 15 minutes a day within their ZPD
- Encourage reading a wide range of texts
- Use questions to help them improve their inference and ability to understand unfamiliar words in context

Writing

- Children will have opportunities to re-draft and edit work
- We encourage them to become more independent and think of ways to improve for themselves
- Grammar lessons every week to help imbed skills
- Spelling rules-Spelling Shed
- Joined handwriting (pen licence)

Quick reference of minimum expectations by year group

<p>Year 1 Regular plural noun suffixes –s or –es Suffixes that can be added to verbs How the prefix un- changes the meaning of verbs and adjectives How words can combine to make sentences Joining words and joining sentences using <i>and</i> Separation of words with spaces Capital letters, full stops, question marks to demarcate sentences Capital letters for names and for the personal pronoun</p>	<p>Year 4 Plural and possessive –s Standard English forms for verb inflections instead of local spoken forms Appropriate choice of pronoun or noun within a sentence Fronted adverbials Inverted commas to punctuate direct speech Apostrophes to mark singular and plural possession</p>
<p>Year 2 Formation of nouns using suffixes–ness, -er Formation of adjectives using suffixes –ful, -less Use the suffixes –er and –est to form comparisons of adjectives and adverbs Subordination (when, if, that or because) and coordination (or, and, or but) Expanded noun phrases Statements, question, exclamation, and commands Capital letters, full stops, question marks and exclamation marks Commas to separate items in a list Apostrophes to mark contracted spellings</p>	<p>Year 5 Converting nouns or adjectives into verbs using suffixes Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i>, and <i>re-</i>) Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, <i>whose</i>, <i>that</i>, or an omitted pronoun Indicating degrees of possibility using modal verbs or adverbs Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>
<p>Year 3 Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i> Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel Word families based on common words Conjunctions (e.g. <i>when</i>, <i>so</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>because</i>) Adverbs (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>) Prepositions (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>) The introduction of the present perfect form of verbs instead of the simple past Introduction to inverted commas to punctuate direct speech</p>	<p>Year 6 The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing Use of the passive voice to affect the presentation of information in a sentence Expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate for formal speech and writing Use of the semi-colon, colon and dash to mark the boundary between independent clauses Use of a colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity</p>

Working At

Noun phrases

Straightforward
viewpoint with relevant
content and ideas

Modal verbs and
adverbs

Different clause
structures

Figurative language

Semicolons,
apostrophes,
parenthesis, dialogue

Spelling mostly correct

Joining handwriting

Monday 12th December
How to train your dragon
Dear reader,
This leaflet will tell you how to train your dragon. IS your dragon untrainable and drinking you crazy? Well read on for lots of helpful advice to make him obey your every command!
First you need to feed your dragon. Find out what food he likes and dislikes to know what to reward him. You need to gain your dragons trust so you could spend time with him and show you mean no harm.
Punish him when he's bad by not feeding him. Reward him when he's good by feeding him his favourite food. You could train him to catch food by showing him how to catch fish and food, you could even show him to fly if he can't.
If you read this thoroughly you should have your dragon trained in no-time. So what are you waiting for? Go and train your dragon.

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This brochure will inform you about the history of Britain's landmark coastal town, Blackpool. Then And Now

Exploration
Back in 1800, Blackpool's population was only 475. The number of people who visited was very low as only rich people could afford it.

Involvement
As the years went by Blackpool tried to attract more visitors by building attractions. Firstly a pier was constructed and became a popular ^{place} due to its beautiful lights* and exciting places to visit and explore.

Developments
Blackpool spent more money on new attractions to raise the popularity. They added rides and shops on the pier and the popularity rose. They continue to improve Blackpool Pleasure Beach by adding rides and attrac

Consolidation
Blackpool's visitor numbers continue to rise. In 1950 people got paid to visit. The popularity of Blackpool