

# Core learning in literacy by year

Year 5

## Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	6. Word structure and spelling	7. Understanding and interpreting texts
Tell a story using notes designed to cue techniques, such as repetition, recap and humour	Identify different question types and evaluate their impact on the audience	Plan and manage a group task over time using different levels of planning	Reflect on how working in role helps to explore complex issues	Spell words containing unstressed vowels	Make notes on and use evidence from across a text to explain events or ideas
Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language	Identify some aspects of talk that vary between formal and informal occasions	Understand different ways to take the lead and support others in groups	Perform a scripted scene making use of dramatic conventions	Know and use less common prefixes and suffixes such as <i>im-</i> , <i>ir-</i> , <i>-cian</i>	Infer writers' perspectives from what is written and from what is implied
Use and explore different question types and different ways words are used, including in formal and informal contexts	Analyse the use of persuasive language	Understand the process of decision making	Use and recognise the impact of theatrical effects in drama	Group and classify words according to their spelling patterns and their meanings	Compare different types of narrative and information texts and identify how they are structured
					Distinguish between everyday use of words and their subject-specific use
					Explore how writers use language for comic and dramatic effects

**Foundation Stage objectives in bold refer to the Early Learning Goals.**

Throughout this document, the specific objectives identified for the Foundation Stage are dependent upon the outcomes of the consultation on the EYFS.

## Most children learn to:

8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
<p>Reflect on reading habits and preferences and plan personal reading goals</p> <p>Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts</p> <p>Compare how a common theme is presented in poetry, prose and other media</p>	<p>Reflect independently and critically on their own writing and edit and improve it</p> <p>Experiment with different narrative forms and styles to write their own stories</p> <p>Adapt non-narrative forms and styles to write fiction or factual texts, including poems</p> <p>Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail</p> <p>Create multi-layered texts, including use of hyperlinks and linked web pages</p>	<p>Experiment with the order of sections and paragraphs to achieve different effects</p> <p>Change the order of material within a paragraph, moving the topic sentence</p>	<p>Adapt sentence construction to different text-types, purposes and readers</p> <p>Punctuate sentences accurately, including using speech marks and apostrophes</p>	<p>Adapt handwriting for specific purposes, for example printing, use of italics</p> <p>Use a range of ICT programs to present texts, making informed choices about which electronic tools to use for different purposes</p>

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