

Stage 5

The following genres and text types are recommended at Stage 5:

Fiction and poetry: novels and longer stories, fables, myths and legends, stories from other cultures, older literature including traditional tales, poetry, plays including film narrative and dramatic conventions.

Non-fiction: non-chronological reports, explanations, recounts (including biography), persuasive texts.

Reading

Develop broad reading skills*

- **5Ro1** Skim read to gain an overall sense of a text and scan for specific information
- **5Ro2** Compare and evaluate the print and film versions of a novel or play
- **5Ro3** Compare dialogue and dramatic conventions in film narrative
- **5Ro4** Read and perform narrative poems
- **5Ro5** Read poems by significant poets and compare style, forms and themes
- **5Ro6** Investigate the origin and appropriate use of idiomatic phrases

Demonstrate understanding of explicit meaning in texts

- **5Rx1** Look for information in non-fiction texts to build on what is already known
- **5Rx2** Extract key points and group and link ideas
- **5Rx3** Locate information confidently and efficiently from different sources

Demonstrate understanding of implicit meaning in texts

- **5Ri1** Provide accurate textual reference from more than one point in a story to support answers to questions
- **5Ri2** Identify the point of view from which a story is told

Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **5Rw1** Comment on a writer's use of language and explain reasons for the writer's choices
- **5Rw2** Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal
- **5Rw3** Discuss metaphorical expressions and figures of speech
- **5Rw4** Understand clauses within sentences and how they are connected
- **5Rw5** Compare the structure of different stories
- **5Rw6** Understand the difference between direct and reported speech
- **5Rw7** Learn how dialogue is set out and punctuated
- **5Rw8** Identify unfamiliar words, explore definitions and use new words in context
- **5Rw9** Understand the use of impersonal style in explanatory texts
- **5Rw10** Understand conventions of standard English, e.g. agreement of verbs

* Broad reading skills are not assessed in the tests.

Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- **5Rv1** Read and evaluate non-fiction texts for purpose, style, clarity and organisation
- **5Rv2** Explore the features of texts which are about events and experiences, e.g. diaries
- **5Rv3** Compare writing that informs and persuades
- **5Rv4** Note the use of persuasive devices, words and phrases in print and other media
- **5Rv5** Read and identify characteristics of myths, legends and fables
- **5Rv6** Read widely and explore the features of different fiction genres
- **5Rv7** Consider how a writer expresses their own point of view, e.g. how characters are presented

Writing

Develop broad writing skills*

- **5Wo1** Recognise a range of less common letter strings in words which may be pronounced differently
- **5Wo2** Evaluate own and others' writing
- **5Wo3** Use dictionaries efficiently and carry out IT spell checks
- **5Wo4** Make notes for different purposes, using simple abbreviations and writing 'in your own words'
- **5Wo5** Practise fast, fluent and legible handwriting styles for different purposes

Select and develop content and use register and language appropriate to genre, purpose and audience

- **5Wa1** Use imagery and figurative language to evoke imaginative response
- **5Wa2** Maintain a consistent viewpoint when writing
- **5Wa3** Use a more specialised vocabulary to match the topic
- **5Wa4** Choose words and phrases carefully to convey feeling and atmosphere
- **5Wa5** Collect synonyms and opposites and investigate shades of meaning
- **5Wa6** Use a thesaurus to extend vocabulary and choice of words
- **5Wa7** Write non-chronological reports and explanations
- **5Wa8** Write new scenes or characters into a story, or write from another viewpoint
- **5Wa9** Draft and write letters for real purposes
- **5Wa10** Write own versions of legends, myths and fables, using structures from reading
- **5Wa11** Write a playscript, including production notes to guide performance
- **5Wa12** Write a commentary on an issue, setting out and justifying a personal view
- **5Wa13** Record ideas, reflections and predictions about books, e.g. in a reading log
- **5Wa14** Practise proofreading and editing own writing for clarity and correctness
- **5Wa15** Review, revise and edit writing in order to improve it, using IT as appropriate

Structure and organise ideas coherently using sections or paragraphs

- **5Wt1** Map out writing to plan structure, e.g. paragraphs, sections, chapters
- **5Wt2** Use pronouns, making clear to what or to whom they refer
- **5Wt3** Begin to establish links between paragraphs using adverbials

* Broad writing skills are not assessed in the tests.

Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- **5Wp1** Use an increasing range of subordinating connectives
- **5Wp2** Combine simple sentences and re-order clauses to make compound and complex sentences
- **5Wp3** Begin to use the comma to separate clauses within sentences and clarify meaning in complex sentences
- **5Wp4** Begin to set out dialogue appropriately, using a range of punctuation
- **5Wp5** Identify prepositions and use the term preposition
- **5Wp6** Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue
- **5Wp7** Use apostrophes for both possession and shortened forms
- **5Wp8** Spell and make correct use of possessive pronouns, e.g. *their, theirs, my, mine*

Use accurate spelling

- **5Ws1** Investigate the spelling of word-final unstressed vowels, e.g. the unstressed 'er' at the end of *butter* and unstressed 'ee' at the end of *city*
- **5Ws2** Learn spelling rules for words ending in -e and -y, e.g. *take/taking, try/tries*
- **5Ws3** Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. *-full/-ful*
- **5Ws4** Use known spellings to work out the spelling of related words
- **5Ws5** Use effective strategies for learning new spellings and misspelt words
- **5Ws6** Identify 'silent' vowels in polysyllabic words, e.g. *library, interest*
- **5Ws7** Investigate spelling patterns for pluralisation, e.g. *-s, -es, -y/-ies, -f/-ves*
- **5Ws8** Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants
- **5Ws9** Understand ways of creating opposites, e.g. *un-, im-* and comparatives, e.g. *-er, -est*
- **5Ws10** Understand grammatical homophones, e.g. *they're, their, there*
- **5Ws11** Identify word roots and derivations to support spelling and vocabulary, e.g. *sign, signal, signature*

Speaking and listening

- **5SL1** Shape and organise ideas clearly when speaking to aid the listener
- **5SL2** Prepare and present an argument to persuade others to adopt a point of view
- **5SL3** Talk confidently in extended turns and listen purposefully in a range of contexts, responding to guidance about, and feedback on, the quality of contributions
- **5SL4** Begin to adapt non-verbal gestures and vocabulary to suit content and audience
- **5SL5** Describe events and convey opinions with increasing clarity and detail
- **5SL6** Recall and discuss important features of a talk, possibly contributing new ideas
- **5SL7** Ask questions to develop ideas and extend understanding
- **5SL8** Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement
- **5SL9** Take different roles and responsibilities within a group
- **5SL10** Convey ideas about characters in drama through deliberate choice of speech, gesture and movement
- **5SL11** Begin to discuss how and why language choices vary in different situations