

Year 5 Reading Expectations

Word Reading	<p>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.</p>
Comprehension	<p>Develop positive attitudes to reading, and an understanding of what they read, by: Reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction & reference books. Reading books that are structured in different ways and reading for a range of purposes. Reading a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition. Recommending books that they have read to their peers, giving reasons for their choices. Learning a wider range of poetry by heart and preparing poems and plays to read aloud and to perform. Showing an understanding through intonation, tone and volume so the meaning is clear to an audience. 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. Providing reasoned justifications for their views.</p> <p>Vocabulary: Identifying how language contributes to meaning. Discussing their understanding and exploring the meaning of words in context.</p> <p>Inference: Drawing inferences from characters' feelings, thoughts and motives from their actions. Justifying inferences with evidence.</p> <p>Prediction: Predicting what might happen from details stated and implied.</p> <p>Explanation: Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Retrieval: Asking questions to improve their understanding of a text. Retrieve, record and present information from non-fiction</p> <p>Summary and comparison: Summarising the main ideas drawn from more than one paragraph. Identifying key details that support the main ideas in a paragraph. Identifying and discussing themes in and across a wide range of writing. Distinguish between statements of fact and opinion. Making comparisons within and across books.</p> <p>Structure: Identifying how structure and presentation contribute to meaning. Identifying and discussing conventions in and across a wide range of writing.</p> <p>Impact: Discuss and evaluate how authors use language, including figurative language. Consider the impact language choices have on the reader.</p>



Year 5 Writing Expectations

Transcription	<p><u>Spelling</u></p> <ul style="list-style-type: none">• use dictionaries to check the spelling and meaning of words• use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary• use a thesaurus <p><u>Handwriting and Presentation</u></p> <ul style="list-style-type: none">• to write legibly, fluently and with increasing speed
Grammar and Punctuation	<p><u>Word:</u></p> <ul style="list-style-type: none">• convert nouns or adjectives into verbs using suffixes e.g. -ate -ise• explore and use synonyms to broaden vocabulary use <p><u>Sentence:</u></p> <ul style="list-style-type: none">• use relative clauses beginning with who, which, where, when, whose, that• use modal verbs or adverbs to indicate degrees of possibility• use prepositional phrases to vary sentence structures and add descriptive detail• use adverbials of time, place and manner to add detail about when, where and how• know and use progressive and perfect tense <p><u>Text:</u></p> <ul style="list-style-type: none">• link ideas across paragraphs using adverbials of time, place and number• use conjunctions to make links and build cohesion <p><u>Punctuation:</u></p> <ul style="list-style-type: none">• using commas to clarify meaning and avoid ambiguity• secure use of apostrophes for contraction and possession• ensure all speech punctuation is secure• introduce brackets, dashes and commas for parenthesis <p>Grammatical terminology: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></p>
Composition	<p><u>Planning</u></p> <ul style="list-style-type: none">• identify the audience and purpose of the writing• note down and develop initial ideas, drawing on reading and research where necessary• explore how authors develop characters and settings• identify key stages in a narrative (intro, problem, build-up, climax and resolution) <p><u>Draft and write</u></p> <ul style="list-style-type: none">• select and use grammatical structures and vocabulary to reflect audience and purpose• in narratives, introduce characters using description, action and dialogue• begin to build atmosphere and tension in narratives• use a range of devices to build cohesion within and across paragraphs (e.g. adverbials/conjunctions)• use a range of organisational and presentational devices to structure their writing• ensure the consistent and correct use of tense throughout a piece of writing• ensure correct subject and verb agreement when using singular and plural• distinguish between the language of speech and writing and choosing the appropriate register <p><u>Evaluate and edit</u></p> <ul style="list-style-type: none">• assess the effectiveness of their own and others' writing• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• proofread for spelling and punctuation errors• perform their own compositions engaging the audience effectively

