

# Year 5 End of Year Expectations: English



Year 5 English	
Reading	
Word Reading	Comprehension
<ul style="list-style-type: none"> <li>❖ Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.</li> <li>❖ Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.</li> <li>❖ Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.</li> <li>❖ Use appropriate intonation, tone and volume when reciting or reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Read and enjoy a growing repertoire of texts, both fiction and non-fiction.</li> <li>❖ Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts.</li> <li>❖ Recommend books they have read to their peers, giving reasons.</li> <li>❖ Discuss and comment on themes and conventions in a variety of genres.</li> <li>❖ Read and recite age-appropriate poetry which has been learned by heart.</li> <li>❖ Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.</li> <li>❖ Discuss their understanding of the meaning of words in context, finding other words which are similar.</li> <li>❖ Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.</li> <li>❖ Readily ask questions to enhance understanding.</li> <li>❖ Make comparisons within and across texts e.g. compare two ghost stories.</li> <li>❖ Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.</li> <li>❖ Distinguish fact from opinion with some success.</li> <li>❖ Retrieve, record and present information from non-fiction texts.</li> <li>❖ Summarise main ideas from more than one paragraph, identifying key details which support these.</li> <li>❖ Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.</li> <li>❖ Explain what they know or have read, including through formal presentation and debates, using notes where necessary.</li> </ul>

# Year 5 End of Year Expectations: English



Year 5 English			
Writing			
Transcripton		Composition	
Spelling	Handwriting	Composition: Structure and Purpose	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> <li>❖ Write from memory, dictated sentences which include words from the ks2 curriculum.</li> <li>❖ Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.</li> <li>❖ Spell correctly words with letters which are not sounded e.g. knight, solemn.</li> <li>❖ Use the hyphen to join a prefix to a root e.g. re-enter.</li> <li>❖ Spell some homophones from the YR 5-6 spelling appendix.</li> <li>❖ Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6 list.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)</li> <li>❖ Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Discuss and develop initial ideas in order to plan and draft before writing.</li> <li>❖ Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.</li> <li>❖ Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)</li> <li>❖ Use a range of presentational devices, including use of title, subheadings and bullet points.</li> <li>❖ Use dialogue to indicate character and event.</li> <li>❖ Describe characters, settings and plot, with growing precision.</li> <li>❖ Find key words and ideas; begin to write a summary.</li> <li>❖ Evaluate own and others' writing; with direction, proof read, edit and revise.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.</li> <li>❖ Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.</li> <li>❖ Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. Usually maintain correct tense.</li> <li>❖ Begin to recognise active and passive voice.</li> <li>❖ Identify and select determiners.</li> <li>❖ Choose vocabulary and grammar to suit formal and informal writing, with guidance.</li> <li>❖ Use vocabulary which is becoming more precise.</li> <li>❖ Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.</li> </ul>