

Year 5 Expectations:

Writing Composition

Plan

- Think aloud to generate ideas
- Begin to identify the audience and purpose of the writing
- Begin to understand the appropriate form for the audience and purpose of the writing across the curriculum
- Use similar writing as models for own writing
- With support, note and develop initial ideas logically, drawing on reading or research where necessary
- Begin to consider how authors have developed characters/settings in narrative texts that have been read, listened to, or seen performed

Draft and Write

- Select appropriate grammar and rich vocabulary, beginning to understand how such changes can make meaning clearer or can change the meaning
- In narratives, describe settings, characters, and atmosphere
- Include dialogue to express character and advance action
(*The speech of a character should cause any action in the story to move forward, or uncover relevant plot information*)
- With support, begin to summarise a text, giving key information
- Learn to use a range of devices to build cohesion within and across paragraphs: *time conjunctions, subordinating and co-ordinating conjunctions; adverbials; correct tense; developed noun phrases and varied pronouns (a chain of reference)*
- Begin to use a wider range of devices to organise and present texts which help to guide the reader (*headings, sub-headings, bullet points and under-lining, numbering, fact boxes, pictures, diagrams and captions*)

Evaluate and Edit

- Assess the effectiveness of their own and others' writing
- Re-read own writing to check that the meaning is clear
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and make meaning clear
- With support, apply the correct and consistent use of tense
- Ensure correct subject and verb agreement when using singular and plural
- Begin to distinguish between the formal and informal spoken and written forms, using them in the correct context in writing
- Proof-read for spelling and punctuation errors
- Perform own compositions, attempting to use appropriate intonation, volume, and movement so that meaning is clear



Year 5 Expectations for Reading

Word reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words
- Use prior knowledge of similar looking words to attempt correct pronunciation of unfamiliar words
- Re-read and read ahead to check for meaning
- Ensure all letters in a word are considered when reading it
- Read fluently, using punctuation to inform meaning



Year 5 Expectations for Spoken Language

Pupils should be taught to

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.



Year 5 Expectations for



Comprehension

- Continue to read and discuss a range of fiction, poetry, plays, non-fiction and reference or text books
- Read books that are structured in different ways for a range of purposes (*Fiction and Non-fiction*)
- Increase familiarity with a wide range of books such as *myths, legends, traditional stories and books from other cultures and traditions* and know their features
- Recommend books to friends, giving reasons for choices (*book reviews*)
- Identify and discuss themes and conventions in a wide range of writing, for example, *loss/heroism, use of the first person in diaries and auto-biographies*
- Learn how to compare different versions of texts, characters and settings, explaining the differences and similarities
- Learn a range of poetry by heart, such as, *narrative verse, haiku, sonnet, ballad*
- Prepare poems and play scripts to read aloud and to perform, showing understanding through use of intonation, tone and volume so that the meaning is clear to the audience (*use of DEAL drama*)

- Check that the book makes sense, discussing understanding and exploring the meaning of words in context
- Ask questions to improve understanding
- Make inferences such as, *inferring character's feelings, thoughts and motives from their actions*, trying to justify inferences with evidence from the text (*quotations*)
- Make predictions about what might happen from details stated and implied
- Summarise main ideas from more than one paragraph, identifying key details that support the main idea
- Identify how writers use language, structure and presentation to contribute to meaning, and explain their impact on the reader, such as, *precisely chosen adjectives, similes, paragraphing*
- Identify grammatical features used by the author such as, *rhetorical questions, varied sentence lengths, varied sentence openers, chain of reference (varying pronouns)*
- Begin to understand between statements of fact and opinion
- Retrieve, record and present information from non-fiction, *applying these skills in reading history, geography and science textbooks, reading information leaflets or theatre programmes*
- Participate in discussions about books, building on own ideas
- Explain and discuss understanding of what has been read, giving personal views, (through formal presentations and debates), maintaining a focus on the topic and using notes where necessary
- Begin to refer back to the text to support opinions



Year 5 Expectations:



Spelling

- Form verbs with prefixes, for example, *dis, de, mis, over* and *re*
- Use prefixes and suffixes, understanding how they affect root words, for example, *convert nouns or adjectives into verbs by adding a suffix such as, ate, ise, ify*
- Distinguish between homophones and other words which are often confused *their, there, they're, to, two, too*
- Spell words with silent letters such as, *knight, psalm, solemn*
- Continue to distinguish between homophones and other words which are often confused
- Spell identified misspelt words from the Year 5 and 6 word list
- Understand that the spelling of some words needs to be learnt specifically as they do not follow the rules
- Use the first 3 or 4 letters of a word to check its spelling and meaning in a dictionary
- Use a thesaurus
- Use a range of spelling strategies

Handwriting

- Write legibly, fluently and with increasing speed
- Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choose the writing implement that is best suited for the task
- Presentation of work should be consistently of a high standard

Vocabulary, grammar and punctuation

- Recognise vocabulary and structures that are appropriate for formal speech and writing
- Experiment with beginning sentences in a variety of ways, using adverbials, conjunctions, *ing, ed*
- Use grammatical features and vocabulary appropriate for the text types taught so far
- Choose rich vocabulary to engage the reader and have an impact
- Use the perfect forms of verbs to mark relationships of time and cause
- Add well chosen detail to interest the reader through expanded noun phrases
- Use cohesive devices (*connecting adverbs and adverbials*) to link ideas within paragraphs
- Use brackets, dashes or commas to show parenthesis
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with *who, which, were, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun
- Use commas to clarify meaning or avoid mixed meanings
- Use a colon to introduce a list
- Punctuate bullet points consistently