

Year 5 Reading

Word Reading

Sufficient evidence shows the ability to...

- 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.
- Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.
- Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.
- Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.

Comprehension

Sufficient evidence shows the ability to...

- Read and enjoy a growing repertoire of texts, both fiction and non-fiction.
- 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.
- Recommend books they have read to their peers, giving reasons.
- Discuss and comment on themes and conventions in a variety of genres.
- Read and recite age-appropriate poetry which has been learned by heart.
- 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.
- Discuss their understanding of the meaning of words in context, finding other words which are similar.
- Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.
- Readily ask questions to enhance understanding.
- Make comparisons within and across texts e.g. compare two ghost stories.
- 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.
- Distinguish fact from opinion with some success.
- Retrieve, record and present information from non-fiction texts.
- Summarise main ideas from more than one paragraph, identifying key details which support these.
- Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously.
- Explain what they know or have read, including through formal presentation and debates, using notes where necessary.

Year 5 Writing

Transcription

Spelling

Sufficient evidence shows the ability to...

- Write from memory, dictated sentences which include words from the ks2 curriculum.
- 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.
- Spell correctly words with letters which are not sounded e.g. knight, solemn.
- Use the hyphen to join a prefix to a root e.g. re-enter.
- Spell some homophones from the YR 5-6 spelling appendix.
- Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.

Handwriting

Evidence:

- Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)
- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.

Composition

Composition: structure and purpose

Sufficient evidence shows the ability to...

- Discuss and develop initial ideas in order to plan and draft before writing.
- Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.
- Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)
- Use a range of presentational devices, including use of title, subheadings and bullet points.
- Use dialogue to indicate character and event.
- Describe characters, settings and plot, with growing precision.
- Find key words and ideas; begin to write a summary.
- Evaluate own and others' writing; with direction, proof read, edit and revise.

Vocabulary, grammar and punctuation

Sufficient evidence shows the ability to...

- Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.
- Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.
- Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.
- Usually maintain correct tense.
- Begin to recognise active and passive voice.
- Identify and select determiners.
- Choose vocabulary and grammar to suit formal and informal writing, with guidance.
- Use vocabulary which is becoming more precise.
- Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.