



H.C.J.S - Year 5 English

These expectations are based upon the National Curriculum. The skills outlined below consolidate, develop and extend those skills taught in previous years.

By the end of Year 5, we would expect the majority of pupils to be able to:

Year 5 Reading

- ☐ read aloud and understand the meaning of new words
- ☐ decode most new words outside spoken vocabulary, making a good approximation of the word's pronunciation
- ☐ participate in discussion about a widening range of texts, expressing views and preferences.
- ☐ justify views by reference to the text
- ☐ compare and contrast examples from the text.
- ☐ read texts with different types of structure
- ☐ compare different texts, characters and viewpoints
- ☐ identify different genres
- ☐ identify and discuss themes and conventions in a text.
- ☐ learn by heart a range of poems
- ☐ prepare and perform poems
- ☐ monitor own reading for sense and self- correct
- ☐ ask themselves questions to improve their understanding
- ☐ identify main ideas in a paragraph and can summarise in their own words
- ☐ draw inferences from the text
- ☐ predict what might happen next
- ☐ identify language which has been chosen for impact and discuss and evaluate the impact
- ☐ recognise distinctive language, structural and presentational features in their reading
- ☐ distinguish between fact and opinion
- ☐ identify questions and use appropriate non- fiction texts to find the answers
- ☐ record information clearly and use notes effectively
- ☐ share opinions about books and give recommendations
- ☐ take part in discussions about books
- ☐ explain/discuss their understanding of what they have read through formal presentations and debates.

Year 5 Writing

Writing – Composition and Organisation

- ☐ identify the intended audience and purpose for writing
- ☐ choose a suitable writing model to support their own writing
- ☐ draw on what they have learned about how authors develop characters and settings to help them create their own
- ☐ plan by thinking aloud and record their ideas, sometimes drawing on independent reading and research
- ☐ produce internally coherent paragraphs in a logical sequence
- ☐ describe settings, characters and atmosphere
- ☐ integrate dialogue to convey character and advance the action

- select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning
- précis longer passages
- use organisational and presentational devices to structure text and to guide the reader
- work alone and with a partner to evaluate writing against agreed success criteria, identifying strengths and areas for improvement
- propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing
- write using tense consistently and correctly throughout
- spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them
- identify examples of informal speech patterns and structures in their own and others' writing and amend or suggest amendments
- perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear

Spelling

- spell most common kn, mb, stle, mn, silent b words correctly
- distinguish and correctly spell most confusing pairs
- draw on a range of known root words to correctly spell inflected words and other words related by meaning
- use strategies for learning and recalling spelling of anomalous words
- spell words with prefixes and suffixes with or without associated changes in spelling
- use a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third or fourth letter
- understand that common group nouns take the singular verb form
- use a thesaurus to introduce varied and precise vocabulary
- use expanded noun phrases
- convert nouns or adjectives into verbs
- use prefixes to generate new verbs

Grammar and Punctuation

- use relative clauses beginning with who, which, where, when, whose, that
- use modal verbs or adverbs to indicate degrees of possibility
- use the present perfect form of verbs to mark relationships of time and cause
- use devices to build cohesion, including adverbials of time, place and number
- identify which word, phrase or clause of a sentence they are writing or proof-reading needs parenthesis – brackets, dashes, commas
- consistently deploy commas to clarify meaning or avoid ambiguity

Handwriting

- make choices over letter shapes and joins to ensure fluency, legibility and good presentation.
- select the appropriate writing instrument: e.g. a pencil for making notes, a pen for formal writing.