

End of Year Expectations for Year 5 for New National Curriculum – EXPECTED (At National Standard)

Year 5 Reading	
Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ 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. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ 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		Composition	
<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ 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. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> ❑ 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. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ 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. 	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ 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.