

READING – WORD READING

- read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling

WRITING Composition

- plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own
- plan his/her writing by noting and developing initial ideas, drawing on reading where necessary
- plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed
- draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2
- draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character
- draft and write by précising longer passages
- draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly
- draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
- draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- evaluate and edit by assessing the effectiveness of his/her own and others' writing
- evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2
- evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing
- evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing
- proof-read for spelling errors linked to spelling statements for year 5
- proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity
- perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear

READING – COMPREHENSION

- maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices
- maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing
- maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book
- maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context
- understand what he/she reads by asking questions to improve his/her understanding of complex texts
- understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction

Writing: Transcription – Spelling

- spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious
- spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial
- spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance
- spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly
- spell words containing the letter-string 'ough' e.g. bought, rough, through, bough
- spell some words with 'silent' letters e.g. knight, psalm, solemn
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English Appendix 1
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

WRITING: Transcription – Handwriting

- write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters
- write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

WRITING: Vocabulary, Grammar and Punctuation

- convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify
- understand verb prefixes e.g. dis-, de-, mis-, over- and re-
- use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must
- use devices to build cohesion within a paragraph e.g. then, after that, this, firstly
- link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before
- use brackets, dashes or commas to indicate parenthesis
- use commas to clarify meaning or avoid ambiguity
- understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity