



Year 5		Reading			Writing	
Speaking and listening	Word Reading	Comprehension	Transcription	Handwriting	Composition	Vocabulary Grammar Punctuation
<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and beginning to initiate and respond to comments.</p> <p>Use spoken language to develop understanding through predicting, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an ever increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play and debates.</p> <p>Gain, maintain and begin to monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, beginning to attend to and build on the contributions of others.</p> <p>Begin to select and use appropriate registers for effective communication.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books • reading books that are structured in different ways and reading for a range of purposes. • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from our literary heritage • recommending books that they have read to their peers, giving reasons for their choices. • identifying and discussing themes and conventions in and across a wide range of writing. • making comparisons within and across books. • learning a wider range of poetry by heart. • 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. <p>Understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated and implied. • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Distinguishing between statements of fact and opinion • Retrieve, record and present information from non-fiction. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Explain and discuss their understanding of what they have read, maintaining a focus on the topic. • Begin to provide reasoned justifications for their views. 	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, beginning to draw on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings <p>Draft and write by:</p> <ul style="list-style-type: none"> • Begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • summarising longer passages • using a wide range of devices to begin to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Begin to assess the effectiveness of their own and others' writing • Start to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Beginning to show the consistent and correct use of tense throughout a piece of writing • Beginning to show the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Attempt to proof-read for spelling and punctuation errors.</p> <p>Begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Develop their understanding by:</p> <ul style="list-style-type: none"> * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely * using modal verbs or adverbs to indicate degrees of possibility * using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p>learning the grammar for year 5</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> * using commas to clarify meaning or avoid ambiguity * using brackets, dashes or commas to indicate parenthesis * punctuating bullet points consistently <p>Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.</p>