

Year 5 English End of Year Expectations

Reading
Reads aloud with confidence, intonation, tone, volume and fluency, checking for sense as they read.
Performs poems (by heart) and play scripts to read aloud to keep the listener interested.
Participates in discussions about books by listening to others' ideas.
Is an avid reader and will read books that offer enjoyment and challenge understanding.
Becomes familiar with a wide range of books from the English literary heritage as well as other cultures and traditions.
Knows the meaning of: vocabulary/words in context; retrieval and recording of key information; summarising main ideas; explaining and justifying inference; predication; comparisons and use of word choices when reading and analysing texts.
Able to read for a range of purposes and know that books are structured in different ways (enjoyment, finding out facts, summarising ideas).
Identifies and discusses themes and conventions in and across a wide range of writing.
Begins to make comparisons within and across books about characters, events and issues.
Checks understanding of books through discussion and explores the meaning of words in context.
Asks questions to further improve their understanding.
Shows understanding of reading by drawing inferences from within the text and justifying them with evidence.
Predicts what might happen from details stated and implied in the text.
Identifies key details and ideas in texts by summarising a given number of paragraphs.
Identifies how language, structure and presentation contributes to meaning of the text.
Retrieves, records and presents information from non-fiction.
Able to provide reasoned justifications for their viewpoints.
Able to present or debate topics, using notes if necessary.
Writing
Handwriting is legible, jointed, and fluent and can write with speed.
Accurately spells KS1 and KS2 common words.
Able to spell words with 'silent letters' (knight, psalm, solemn).
Uses a dictionary to check spelling and meanings of words and a thesaurus for synonyms and antonyms.
Distinguishes between homophones and other words which are often confused.
Has increased knowledge of prefixes and suffixes and how to spell them as well as understand the guidance for adding them.
Knows the definitions of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, determiners, pronoun, possessive pronoun, clause, subordinate clause, direct speech, invert commas, vowels and consonants.
Knows the difference between plural and possessive – s
Converts nouns or adjectives into verbs using suffixes. Know verb prefixes.
Knows what a relative clause is (beginning with who, which, where, when, whose, that or an omitted relative pronoun).
Uses passive verbs to affect the presentation of information in a sentence.
Uses the perfect form of verbs to mark relationships of time and cause.
Uses expanded noun phrases to convey complicated information.
Uses modal verbs or adverbs to explain how something might be possible.
When writing sentences uses: • Punctuation and grammar from previous years (capital letters, full stops, question marks, exclamation marks, tenses, inverted commas, apostrophes.) • Brackets, dashes or commas to indicate parenthesis. • Use of commas to clarify meaning or avoid ambiguity. • Use hyphens to avoid ambiguity. • Use semi-colons, colons or dashes to mark boundaries between independent clauses. • Use a colon to introduce a list. • Punctuate bullet points consistently. • Range of sentences structures.
Writes sentences by: • Writes for purpose. • Researches and plans work. • Links ideas across paragraphs using adverbials of time, place, number or tense choices. • Devises to build cohesion within a paragraph. • Uses organisational and presentational devices to structure texts and guide readers. • Uses a range of grammar and vocabulary understanding how it can enhance meaning. • Develops more in-depth ideas about settings, characters, atmosphere, dialogues and plots. • Engages an audience in an interesting manner. • Re-reads and proof reads what they have written to check that it makes sense and there are no spelling, grammar or punctuation errors. • Edits work and peer assesses others' work suggesting improvements.

Oracy			
PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL/EMOTIONAL
- Deliberately varies tone of voice in order to convey meaning e.g. speaking authoritatively during an expert talk, or speaking with pathos when telling a sad part of a story - Project their voice to a large audience - Gestures become increasingly natural - Consciously adapt tone, pace and volume of voice within a single context	- Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions - Consider the words and phrases used to express their ideas and how this supports the purpose of talk	- Draw upon knowledge of the world to support their own point of view and explore different perspectives - To be able to give supporting evidence e.g. citing a text, a previous example or a historical event - Identify when a discussion is going off topic and be able to bring it back on track with support and use of sentence stems e.g. That might be true, however what do you think about ...?	- Listen for extended periods of time including notetaking, drawing visual - Adapt the content of their speech for a specific audience e.g. use of humour - Speak with flair and passion