

# Year 5

Key:

Programmes of Study in **bold** print.

**Terminology for pupils:**

modal verb, relative pronoun

relative clause

parenthesis, bracket, dash

cohesion, ambiguity

## Year 5 Writing

### **Text**

I can use devices to build cohesion within a paragraph, for example: then, after that, this, firstly.

I can link ideas across paragraphs using adverbials of time (for example, later) place (for example, nearby) and number (for example, secondly) or tense changes (for example, he had seen her before).

### **Sentence**

I can use relative clauses beginning with who, which, where, when, that to add information to a sentence, for example: 'That's the boy who lives near school.'

*(The relative pronoun 'that' is often omitted, for example: The prize that I won was a book OR The prize I won was a book.)*

I can indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must).

### **Word**

I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].

I can understand and use the following verb prefixes: dis-, de-, mis-, over- and re-

### **Punctuation**

I can use a range of punctuation in all of my writing (full stop, capital letters, question marks, exclamation marks, commas in lists, apostrophes for omission and possession, inverted commas and other punctuation for speech, commas after fronted adverbials, apostrophes to mark plural possession. )

I can use brackets, dashes or commas to indicate parenthesis.

I can use commas to clarify meaning or avoid ambiguity.

## Spelling

I can:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- 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
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

## Year 5 and 6 Writing

### Handwriting

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

### Composition

I can plan my writing by:

- 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, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

I can draft and write by:

- selecting 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
- précising longer passages
- using a wide range of devices 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]

I can evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

## Year 5 and 6 Reading

### **Discussing Reading**

- I can recommend books I have read to other children in my class, giving reasons for my choices.
- I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.
- I can explain and discuss my understanding of what I have read, including through formal presentation and debate.
- I can provide reasoned justification for my views for example, by using evidence in the text.

### **Range of Reading**

- I continue to read a wide range of fiction, poetry, plays, non-fiction, reference or textbooks.
- I can read books which are structured in different ways and read for a wide range of purposes.
- I can make comparisons within and across books.

### **Familiarity with Texts**

- I am becoming increasingly familiar with a wider range of books including traditional stories, myths and legends, fiction and poetry and books from other cultures and traditions.
- I can identify themes and conventions in and across a wide range of writing.

### **Poetry and Performance**

- I can learn a wider range of poetry by heart and prepare and perform poems and play scripts, showing understanding through intonation, tone, volume so the meaning is clear to an audience.

### **Non-Fiction**

- I can distinguish between statements of fact and opinion.
- I can retrieve, record and present information from non-fiction.

### **Decoding**

- I can use my knowledge of root words, suffixes and prefixes (morphology and etymology) to read aloud and understand the meaning of new words.

### **Word Meanings**

n/a

*I can use dictionaries to check the meanings of words I have read.*

*I can use a thesaurus to suggest alternative words.*

### **Understanding**

- I check that the text makes sense by using the following strategies:

- Discussing the text with other pupils or my teacher.
- Explaining the meaning of words (in context)
  - Asking questions

- I can identify the main themes / ideas drawn from more than one paragraph, identifying key details to support the main idea. 2b, 2c

### **Inference**

- I can draw inferences, for example, by inferring meaning about a character's thoughts, feelings and motives from their words or actions. 2d 2h

### **Prediction**

- I can make predictions about what might happen next from what has been stated or what has been implied. 2e

### **Authorial Intent**

- I can identify how language structure and presentation contribute to meaning. 2f
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 2a 2g 2h