

# Year 5 English

## Reading

Understand, and empathise with, different characters' points of view.

Understand that the way a text is organised helps the reader.

Comment on the way's authors create different moods, feelings and attitudes.

Find and sums up information from more than one paragraph in the text.

Discusses how the writer's use of words and phrases impacts the reader

Identifies the key theme of a text.

Explores how the author has created a character using vocabulary and punctuation.

Identifies the ways in which writer's present issues and points of view.

Identifies and explains how action, dialogue and description are used to create moods and feelings.

Uses skimming to get an overview, scanning to find detail and text marking to highlight key information.

Be able to compare and contrast the style of individual authors.

Comment on the impact a text has on the reader.

Uses structural and organisational features to support understanding.

Identifies features from different genres.

Identifies the writer's point of view and presents an alternative one.

## Spelling

The majority of medium frequency words are spelt correctly

Some of the words on the Y5&6 spelling list are consistently spelt correctly

Is able to distinguish between homophones and frequently confused words.

Attempts at unknown words are based on knowledge of phonics, root words and spelling rules.

Applies words that have been collected from Y5 reading, spelling & topic work appropriately when writing

## Fiction

Plans a story independently, when appropriate using knowledge of the ending to develop the events.

Describes setting in detail with some attempt to create a mood

Uses dialogue to indicate character and event

Combines description of setting and character with dialogue and action

Events follow on logically and the viewpoint is mostly maintained.

Organises writing into paragraphs by linking ideas; ensuring it makes sense within and across paragraphs

Use plot devices to engage reader (such as cliff hangers, slow reveal and different types of ending)

Writes with a growing awareness of reader e.g. specific vocabulary to entertain or for effect (create suspense or humour)

## Non-Fiction

The correct format is selected based on the purpose of the writing.

Decides on the number of paragraphs needed and how to order the points within them.

Adds details/ facts from research to elaborate on initial ideas

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Has a secure understanding of the chosen genre, including most of the related organisational and language features (persuasive devices, explanatory language, generalisers in reports).

Some examples of formal vocabulary/grammatical structures are included when appropriate

Uses paragraphs to organise ideas around a theme.

Considers the audience when deciding which presentational devices to use ( e.g. sub-headings, bullet points)

Emotive language, relevant details and rhetorical questions are used to keep the readers interest

## Editing

Can independently make improvements to writing for example substituting words for greater effect, rephrasing sentences to clarify meaning or for effect, reordering parts of sentence to increase variety

Uses proof-reading to correct most spelling, punctuation and grammar errors

Uses the first three letters of a word when using a dictionary/ thesaurus

## Handwriting

Y5H1 Writing is legible and fluent even when writing at speed.

Letters are consistently formed and decisions are starting to be taken on the best style of writing for the task

## Grammar

Applies words that have been collected from Y5 reading, spelling & topic work appropriately when writing independently to extend vocabulary choices and achieve greater precision.

Non-fiction writing includes relevant technical language

Subject and verb agrees when using singular and plural.

Articles (including a/an) and determiners are used correctly

Uses pronouns (e.g he), possessive pronouns (e.g my) and relative pronouns (e.g who) appropriately for clarity

Includes adverbs (e.g. quickly) fronted adverbials (it explains how or why something happened) to add detail.

Uses a range of clause structures (including relative clauses starting with who, which, where, when)

Uses a range of connectives (time, causal, listing, adding, contrasting) to link ideas.

Uses a range of different sentence types for variety and effect

Verb tenses are mostly accurate and consistent.

Can use -ing to show things that are still happening and 'have' to show something which happened recently

## Punctuation

Capital letters, full stops, question marks and exclamation marks are used correctly to demark sentences

Commas are included in lists.

Apostrophes are mostly used correctly to show belonging and when forming contractions.

Commas, brackets and dashes are included and are often positioned correctly

Direct speech is mostly punctuated correctly using inverted commas.

A new paragraph is started each time a different character speaks.

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## Speaking and Listening by end of UKS2

Listens actively, making responses which show a high level of understanding.

Is able to paraphrase what has been said to clarify understanding and ask relevant follow up questions

Makes use of an extensive vocabulary pronouncing words correctly

Initiates and enthusiastically joins in discussions

Asks open, closed and speculative questions to obtain information, and challenge others opinions

Responds confidently, providing appropriate and detailed answers, which includes facts to justify their opinions

Speaks and responds effectively and confidently during formal and informal situations,

Performs with confidence, using voice and gesture to create believable character depictions.

Shows a clear understanding of audiences and uses a range of techniques to move, amuse and entertain

Plans how to structure and present information, opinions and debates related to experiences.

Shows confidence when responding to questions from the audience to clarify their opinions

Uses talk to effectively collaborate with others, negotiating roles and seeking consensus.

Social courtesies are used automatically