

Year 5 Reading			
Word Reading		Comprehension	
<p>Sufficient evidence shows the ability to... Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception. Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.</p>		<p>Sufficient evidence shows the ability to... Read and enjoy a growing repertoire of texts, both fiction and non-fiction. Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. Recommend books they have read to their peers, giving reasons. Discuss and comment on themes and conventions in a variety of genres. Read and recite age-appropriate poetry which has been learned by heart. Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. Discuss their understanding of the meaning of words in context, finding other words which are similar. Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. Readily ask questions to enhance understanding. Make comparisons within and across texts e.g. compare two ghost stories. Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions. Distinguish fact from opinion with some success. Retrieve, record and present information from non-fiction texts. Summarise main ideas from more than one paragraph, identifying key details which support these. Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. Explain what they know or have read, including through formal presentation and debates, using notes where necessary.</p>	
Year 5 Writing			
Transcription		Composition	
<p>Spelling Sufficient evidence shows the ability to... Write from memory, dictated sentences which include words from the ks2 curriculum. Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence. Spell correctly words with letters which are not sounded e.g. knight, solemn. Use the hyphen to join a prefix to a root e.g. re- enter. Spell some homophones from the YR 5-6 spelling appendix. Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.</p>	<p>Handwriting Evidence: Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>	<p>Composition: structure and purpose Sufficient evidence shows the ability to... Discuss and develop initial ideas in order to plan and draft before writing. Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense. Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.) Use a range of presentational devices, including use of title, subheadings and bullet points. Use dialogue to indicate character and event. Describe characters, settings and plot, with growing precision. Find key words and ideas; begin to write a summary. Evaluate own and others' writing; with direction, proof read, edit and revise.</p>	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. Usually maintain correct tense. Begin to recognise active and passive voice. Identify and select determiners. Choose vocabulary and grammar to suit formal and informal writing, with guidance.</p>

			<p>Use vocabulary which is becoming more precise. Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.</p>
		Greater Depth	
		<p>The pupil can write for a range of purposes and audiences:</p> <p>Use a wide range of known imaginative and ambitious vocabulary accurately and precisely (words that are not usually used by a child of that age).</p> <p>Vary sentence length and word order confidently to sustain interest.</p> <p>Use a range of clause structures confidently and appropriately for audience and purpose.</p> <p>.</p>	