

English programmes of study: key stages 1 and 2 National curriculum
in England
Year 5: Reading & Writing

Core Reading	Word Reading and Fluency	Comprehension
<p>Range of Reading</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 or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Making comparisons within and across books. <p>Familiarity of Texts</p> <ul style="list-style-type: none"> Making increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identifying and discussing conventions in and across a wide range of writing. <p>Poetry and Performance</p> <ul style="list-style-type: none"> Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing an understanding through intonation, tone and volume so that meaning is clear to the audience. <p>Non-Fiction</p> <ul style="list-style-type: none"> Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. 	<p>Word Reading</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words. <p>Fluency</p> <ul style="list-style-type: none"> Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. 	<p>Language Comprehension</p> <ul style="list-style-type: none"> 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. <p>Understanding</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. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. <p>Discussing Reading</p> <ul style="list-style-type: none"> Recommending books that they have read to their peers, giving reasons for their choices. 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, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. <p>Prediction</p> <ul style="list-style-type: none"> Predicting what might happen from details stated and implied. <p>Inference</p> <ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.



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Composition: planning, drafting, evaluating, editing and proof-reading	Composition: structuring and organising text	Composition: applying vocabulary, grammar and punctuation	Transcription: spelling	Transcription: handwriting
<p>Plan 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, drawing on reading and research where necessary. Considering how authors have developed characters and settings when writing own narratives. <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (including use of thesaurus). Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action when writing narratives. <p>Précis longer passages appropriately.</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing. Making appropriate changes to vocabulary, grammar and punctuation to improve consistency, including accurate use of pronouns in sentences. 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. Proofreading for spelling (including some use of a dictionary) and punctuation errors. <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> Using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Structure and organisation of text is informed by its audience, purpose and context.</p> <ul style="list-style-type: none"> Use paragraphs to organise information and ideas around a theme. Beginning to develop and expand some ideas in depth. Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]. Use of tense choices [for example, he had seen her before] to build cohesion across paragraphs. Choose pronouns and nouns to aid cohesion and clarity to avoid repetition. 	<ul style="list-style-type: none"> Write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]. Use expanded noun phrases to convey complicated information concisely. Ensures the consistent and correct use of tense throughout a piece of writing. Ensures the correct subject and verb agreement when using singular and plural. Use brackets, dashes or commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity. 	<p>Follow Spelling requirements from Appendix 1 pg56-62</p> <ul style="list-style-type: none"> Spell accurately some prefixes and suffixes listed in Appendix 1 for Y5/6: <ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes [for example, -ate, -ise, -ify]. Spell words using verb prefixes [for example, dis-, de-, mis-, over-, re-]. Spell some words with 'silent' letters. Spell accurately some homophones and other words which are often confused. Spell accurately some words listed in Y5/6 word list (Appendix 1). Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. 	<ul style="list-style-type: none"> Usually write legibly and fluently when writing at efficient speed. Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. Choose the writing implement that is best suited for a task.

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