

End of Year 5 expectations – English

“The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.”

Vocabulary, Grammar and Punctuation

- Use noun phrases that include adjectives, nouns and prepositions (e.g. the strict maths teacher with curly hair)
- Use a variety of subordinating conjunctions because, if, which)
- Use relative clauses beginning with who, which, where, when, whose or that
- Use modal verbs or adverbs to indicate the degrees of possibility (e.g. could, should, would)
- Use speech punctuation (inverted commas) correctly with a new line for a new speaker
- Use the apostrophe for a range of purposes correctly
- Use commas and hyphens to clarify meaning or avoid ambiguity
- Use a colon to introduce a list
- Use precise vocabulary that is lively and imaginative which is intended to amuse, entertain or create tension

Transcription (Spelling and Handwriting)

- Children are able to spell:
 - the majority of the Year 5/6 word list
 - words ending chuh (e.g. furniture)
 - the suffix –ation information,
 - the suffix –ous (e.g. various, tremendous)
 - endings which sound like zhun (e.g. division, invasion)
 - Some words with silent letters (e.g. knight, psalm)
 - Homophones
- Choose which shape of a letter to use when given choices

Composition

- In narratives, describe settings, characters and atmosphere integrating dialogue to convey character and advance the action
- Use paragraphs to organise content and ensure paragraphs have relevant openings
- Use adverbials or pronouns to link sentences, sections or paragraphs
- Include description of narrator’s or character’s reaction to events
- Choice of tense, verb form, layout and formality are appropriate to the text type or genre
- Present a consistent point of view and link points coherently or persuasively
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register
- Can re-draft a section of writing to strengthen impact

Reading - Word Reading

- In reading a range of strategies used mostly effectively to read with fluency, understanding and expression

Comprehension

- Summarise and present texts in their own words.
- Identify and discuss themes and conventions in and across a wide range of writing
- Justify opinions and predictions by referring to the text
- Skim and scan a text for information, take notes, produce pictures and diagrams to summarise information
- Use inference to interpret different characters feelings, thoughts and motives from their actions and justify this with evidence from the text
- Predict what might happen from details stated and implied
- Understand and comment on how the use of different structures and organisation impact on the pace, mood and atmosphere. E.g. sentence/paragraph length
- Identify some grammatical features of different text types (e.g. punctuation choices; sentence structures)
- Identify how language structure and presentation contribute to meaning
- Comment on the success of language choices in creating mood and atmosphere in a variety of texts
- Able to identify similarities in texts written by the same author e.g language, themes, techniques
- Recognise ways in which writers present issues and points of view in fiction and non-fiction
- Consider how the writer’s experience influence themes within the text
- Comment on the author’s choice of events and actions and suggest alternatives and what impact this would have on the reader
- Compare the language and techniques used in texts written by the same author and use this to express preferences
- Identify and comment on writers who address similar themes in fiction and non-fiction