

### Reading- word reading

Able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity

### 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

### Spelling

Children are able to spell:

- words ending in -ous (e.g. , furniture)
- the suffix -ous (e.g. various, tremendous)
- endings which sound like zhun/ (e.g. division, invasion, confusion, decision, collision, television)
- common errors in prefixes and suffixes are correctly spelt (e.g. disappear disappoint beginning business)

### Reading-Comprehension

*Able to summarise and present more complex texts in their own words*

*Modify views and interpretations through dialogue and discussion*

*When reading aloud show understanding and interpretation through intonation, tone and volume so that the meaning is clear to an audience*

*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*

*Predict what might happen from details stated and implied*

*Able to use knowledge of structural devices in a range of non-fiction to create own similar texts*

*Understand and comment on how the use of different structures and organisation impact on the pace, mood and atmosphere (e.g. sentence/paragraph length)*

*Use understanding of particular authors' technique and use of language to create texts which imitate particular styles*

*Identify how language, structure and presentation contribute to meaning*

*Able to identify and comment on writers who address similar themes in fiction and non-fiction Identify and discuss a variety of themes and conventions present in a wide range of writing Explore alternative events and actions and comment on the author's choices*

*Able to identify similarities in texts written by the same author (language, themes, technique)*

*Compare the language and techniques used in texts written by the same author and use this to express preferences*

## End of Year Expectations



### Literacy

### Year 5

### Writing- Composition

Select the appropriate form and use other similar writing as models when planning

Viewpoint (opinion, attitude, position) is expressed, but may not be consistently maintained

In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register

Can redraft a section of writing to strengthen impact

### Writing-Vocabulary, grammar and punctuation

Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (e.g. the boy, who was feeling very ill ..., the boy, feeling very ill ...)

Use modal verbs or adverbs to indicate degrees of possibility (e.g. could, might, should)

Evidence of the perfect form of verbs to mark relationships of time and cause (e.g. I have/had found a necklace)

Use precise expanded noun phrases to add interest and detail (e.g. the paisley patterned tie with a Windsor knot...)

Use commas and hyphens to clarify meaning or avoid ambiguity in writing

Use a colon to introduce a list