

About the statements

The statements detailed in this booklet give an overview of the end of year expectations for most children in Year 5. It is important to note that children may find some aspects of English easier than others. For example, a child may find word reading easy but show less confidence in their comprehension of when explaining answers to more detailed questions about what they have read. In writing, some children may have good composition skills and can think of ideas for their writing but show less confidence in their sentence structure and use of punctuation. Please refer to your child's personalised targets which will give more detail about the areas in reading and writing that they should be working on each half term.

In addition to reading and writing, the English curriculum also covers spoken language and listening skills. Talking to your child at home about their ideas and opinions, modelling appropriate conversational skills and encouraging children to listen carefully and respond appropriately to others is also a key part of supporting your child in their English development. The weekly discussion topics on the school newsletter offer a good starting point for purposeful conversations at home.



Useful websites

<https://www.activelearnprimary.co.uk/login?c=0>

The children have their own Active Learn logins which gives them access to a wide variety of games linked to the spelling, punctuation and grammar objectives.

<http://resources.woodlands-junior.kent.sch.uk/literacy/>

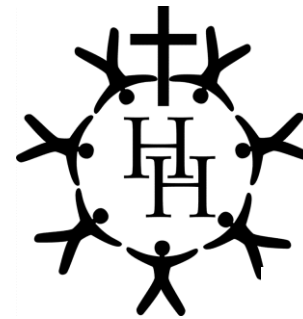
There are lots of links to useful games on this website.

<http://www.bbc.co.uk/newsround>

The Newsround website is a great starting point for discussion topics at home linked to current affairs and topics that interest children. It is advised that children access this site with an adult to ensure all topics are relevant and suitable for their age.

Hanging Heaton C of E (VC) J & I School

Supporting your child at home



Year 5



English

A booklet for parents

Reading expectations

These statements show what most children are expected to be able to do in reading by the end of Year 5:

Word Reading

I use some of the words and word parts that understand already to think about what new words mean and sound like.

Comprehension

I read and discuss a range of fiction, poetry, plays, non-fiction and reference books.

I understand books are set out in different ways for different purposes.

I am becoming familiar with a range of books.

I recommend books I have read to my friends.

I am able to identify and discuss themes across a range of writing.

I can make simple comparisons across books I have read.

I have learnt a few poems by heart.

I am able to read aloud and perform poems and plays.

I check my understanding of a text through discussion and exploring the meaning of words.

I can ask questions about what I have read.

I can see that characters do the things they do because of their feelings.

I can predict what may happen in a story by thinking about what has happened up to now.

I am able to make simple summaries of a given number of paragraphs I have read.

I can show how words, phrases and structure all contribute to make different meanings in texts I read.

I know authors use words or phrases which will have impact on a reader.

I know the difference between a fact and an opinion.

I can find and make notes on information from non-fiction.

I am beginning to participate in discussions about books I have read by listening to others' ideas.

I can debate topics I have read about.

I am able to explain my views.

Writing expectations

These statements show what most children are expected to be able to do in writing by the end of Year 5:

Transcription

I add some prefixes and suffixes.

I can spell some words that include silent letters.

I know some words sound the same but are spelled differently.

I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.

I am beginning to use a dictionary to check how words are spelled and what words mean.

I use the first three letters of a word to quickly find it in a dictionary.

I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.

Handwriting

I make sure others can read my handwriting.

I often choose the writing tool that is best suited for a task.

Composition

I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.

I plan my writing by making notes and then develop my initial ideas.

I plan my writing by using ideas from how other authors have developed their characters and settings.

I draft and write by selecting grammar and vocabulary to enhance my work.

I review my work to add description to develop settings and characters.

I can precis a passage to create a sentence with the same meaning.

I am beginning to use details across my texts to help link paragraphs together into a full text.

I use headings and bullet points to structure my writing.

I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.

I edit my texts to improve their content.

I use the correct tense throughout a piece of writing.

I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.

I can read through my work to correct some spelling and punctuation mistakes.

I read aloud my own work so the meaning is clear to the listeners.

Grammar and Punctuation

I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.

I use brackets, dashes or commas to create an explanation section in a sentence.

I can talk about my work using the learning from my Year 5 grammar list.

I begin sentence clauses with who, which, where, when, whose, that or with.

I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].

I understating a range of verb prefixes (such as dis-, de-, mis-, over- and re-).

I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.

I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].

I use commas to structure my sentences and clarify the meaning of a text.