

Clarendon Primary School



'Doing our best to achieve our best'

Year 5

English End of Year Expectations

This booklet provides a summary of the most significant end of year expectations for children in Year 5 in English

The end of year expectation objectives are worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

Year 5 End of Year Expectations for English

Reading

- Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met
- Increases 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
- Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context
- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Retrieves, records and presents information from non-fiction
- Participates in discussions about books that are read to the child and those that can be read independently
- Provides reasoned justifications for their views about a book

By the end of Y5 a child should demonstrate increasing fluency across all subjects and not just in English.

They should be able to:

- use reading strategies to work out any unfamiliar word;
- accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension;
- read books selected independently;
- recognise themes in what is read, such as loss or heroism; and
- compare characters, settings, themes and other aspects of what is read.
- understand the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies
- understand some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect

Writing

Composition

- Identifies the audience for, and purpose of, the writing
- Selects the appropriate form and uses other similar writing as models for their own
- Proof-reads for spelling and punctuation errors
- Ensures the consistent and correct use of tense throughout a piece of writing
- Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)
- Describes settings, characters and atmosphere

SPaG

- Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)
- Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)
- Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly)
- Uses commas to clarify meaning or avoid ambiguity.

By the end of Y5 a child should be able to use accurate grammar and punctuation and begin to apply this when considering both audience and purpose, understand the differences between standard English and non-standard English and apply what has been learnt, for example, in writing dialogue for characters.