

## By the end of Year 5 we expect your child to be able to the following at Age Related Expectations in **writing**:

- **Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing;**
- Makes notes and develops initial ideas, drawing on reading and research where necessary;
- When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors;
- Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect;
- **In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the actions;**
- Attempts to précis longer passages;
- **Uses a wide range of devices to build cohesion within and across paragraphs;**
- **Uses further organisational and presentational devices to structure text and to guide the reader (e.g. heading, bullet points, and underlining);**
- Assess the effectiveness of their own, and others' writing;
- Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;
- **Ensure the consistent and correct use of tense throughout a piece of writing;**
- Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register;
- **Proof reads for errors in spelling and punctuation;**
- **Understands how to convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify);**
- Knowledge of verb prefixes (e.g. dis-, de-, mis-, over-, and re-);
- **Uses relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun;**
- **Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must);**
- **Uses a range of devices to build cohesion within a paragraph (e.g. then, after that, this, firstly);**
- **Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby), and numbers (e.g. secondly) or tense choices (e.g. he had seen her before);**
- **Uses brackets, dashes or commas to indicate parenthesis;**
- **Uses commas to clarify meaning or avoid ambiguity;**
- **Use further prefixes and suffixes and understands the guidelines for adding them;**
- **Spells some words with 'silent' letters e.g. knight, psalm, solemn;**
- **Continues to distinguish between homophones and other words which are often confused;**
- **Use knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be taught specifically as listed in Appendix 1;**
- Uses dictionaries to check the spelling and meaning of words;
- Uses the first three or four letters of a word to check spelling, meaning or both in a dictionary;
- Uses a thesaurus;
- **Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices;**
- **Decides, as part of their personal style, whether or not to join specific letters;**
- Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version);
- Chooses the writing implement that is best suited for a task (e.g. quick notes, letters).

## By the end of Year 5 we expect your child to be able to the following at Age Related Expectations in **reading**:

- **Applies their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet;**
- Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- Reads books that are structure in different ways and reading for a range of purposes;
- **Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction form our literary heritage and books from other cultures and traditions;**
- Recommends books that they have read to their peers, giving reasons for their choices which illustrate a general awareness of the writer's purpose and effect on the reader;
- Identifies and discusses themes and conventions in and across a wide range of writing;
- Comments identify similarities and differences between texts e.g. narrative conventions in traditional tales or stories from different cultures, ballads etc;
- Makes comparisons within and across books, commenting on similarities and differences between texts, with some explanation;
- Learns a wide range of poetry by heart;
- Prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience;
- **Checks that the books makes sense to them by discussing their understanding and exploring the meaning of words in context;**
- Asks questions to improve their understanding and explore ideas;
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence (comments are developed drawing on evidence across the text);
- Predicts what might happen from details stated and implied. Justifies predictions with specific textual references;
- **Summarises the main ideas drawn from more than on paragraph; identifying key details that support the main ideas;**
- Identifies how language, structure and presentation contribute to meaning. Shows general awareness of writer's craft;
- Distinguish between statements of fact and opinion
- **Retrieve, record and present information from no-fiction. Relevant points clearly identified from all areas of the text;**
- Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader and showing some awareness of the effect of different language choices.
- Beginning to use some technical terminology to describe language where needed (e.g. simile, metaphor);
- **Participate in discussions about books tat are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously;**
- Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary;
- **Provides reasoned justifications for their views, supporting them with relevant textual reference or quotation.**

