



# End of Year Expectations for Year 5

## Reading

### Reading Comprehension

- Use meaning – seeking strategies to explore the meaning of words in context.
- Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.
- Identify and comment on writer's use of language for effect, for example, precisely chosen adjectives, similes and personification.
- Identify grammatical features used by the writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader.
- Draw inferences such as inferring characters' feelings, thoughts and motives for their actions.
- Justify inferences with evidence from the text. Make predictions from what has been read. Summarise the main ideas drawn from a text.
- Identify the effect of the context on a text. For example, historical or other cultures.
- Identify how language, structure and presentation contribute to the meaning of a text.
- Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features.
- Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are
- Identify significant ideas, events and characters and discuss their significance.
- Learn poems by heart. for example, narrative verse, haiku.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Express a personal point of view about a text, giving reasons.
- Make connections between other similar texts, prior knowledge and experience.
- Compare different versions of texts and talk about their differences and similarities
- Listen to and build on others' ideas and opinions about a text
- Present an oral overview or summary of a text.
- Present the author's viewpoint of a text.

## Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- Re-read and read ahead to check for meaning

## Writing

### Transcription

- Form verbs with prefixes. for example, dis, de, mis, over and re.
- Convert nouns or adjectives into verbs by adding a suffix. for example, ate, ise, ify
- Understand the general rules for adding prefixes and suffixes above
- Spell some words with 'silent' letters, e.g. *knight*, *psalm*, *solemn*
- Distinguish between homophones and other words which are often confused.
- Spell identified commonly misspelt words from Year 5 and 6 word list.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Use a range of spelling strategies
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters).
- Composition
- Know the audience for and purpose of the writing.
- Use the features and structures of text types taught so far
- Use grammatical features and vocabulary appropriate for the text types taught so far
- Start sentences in different ways.
- Use sentence starters to highlight the main idea.
- Develop characters through action and dialogue.
- Establish viewpoint as the writer through commenting on characters or events.
- Show how grammar and vocabulary choices create impact on the reader.
- Choose vocabulary to engage and impact on the reader.
- Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.
- Add well-chosen detail to interest the reader.
- Summarise a paragraph or event.
- Organise writing into paragraphs to show different information or events