

## Year 5 English Curriculum

### Reading

By the end of Year 5 a child should be able to:

<u>Word Reading (National Curriculum)</u>	<u>Comprehension ( National Curriculum)</u>
<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet.</p> <ul style="list-style-type: none"><li>• Endings spelt cious/tious</li><li>• Endings spelt cial/tial</li><li>• Words ending in ant, ance/ancy, ent, ence/ency</li><li>• able/ably, ible/ibly,</li><li>• Adding suffixes beginning with vowel letters to words ending in -fer (ed, al, ing,ence,ee)</li><li>• Use of the hyphen - co-ordinate, re-enter, etc</li><li>• Words with the /ee/ sound spelt ei after c</li><li>• Words containing the letter string 'ough' - bought, rough, though, thorough, plough</li><li>• Words with silent letters such as doubt, lamb, island, solemn, thistle, knight</li></ul>	<p>Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.</p> <p>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.</p> <p>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context.</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Retrieves, records and presents information from non-fiction.</p> <p>Participates in discussions about books that are read to the child and those that can be read independently.</p> <p>Provides reasoned justifications for their views about a book.</p> <p>Recommends books to others based on own reading preferences, giving reasons for choice.</p> <p>Distinguishes between statements of fact and opinion; and in non-fiction.</p>

## Writing

**By the end of Year 5 a child should be able to:**

Handwriting	Composition	Transcription	Vocabulary, grammar and punctuation	Spelling							
<p>Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters; it is not always maintained when writing at efficient speed.</p>	<p>Writing demonstrates features of selected form, as appropriate to audience, purpose and context, drawn from discussion of models of similar writing and the recording of ideas from pupils' own reading.</p> <p>The drafting process draws upon a progressively varied and rich vocabulary and a range of sentence structures.</p> <p>Settings, characters and plot are created in narrative.</p> <p>Evaluation of the effectiveness of own and others' writing is used to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Writing is proof-read for spelling and punctuation errors, including some use of a dictionary to check spelling.</p> <p>Structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</p> <ul style="list-style-type: none"> <li>❖ paragraphs to organise information and ideas around a theme</li> <li>❖ adverbials of time place and number to link ideas across paragraphs.</li> <li>❖ pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition</li> <li>❖ tense choice and other devices to build cohesion within and across paragraphs.</li> </ul>	<p>Is able to write from memory simple sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.</p> <p>The full range of spelling rules and patterns, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for Years 3' and some rules and patterns from the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for Years 5/6', are accurately applied, including:</p> <ul style="list-style-type: none"> <li>❖ accurate spelling of some suffixes, as listed in <i>English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for Years 5/6</i></li> <li>❖ accurate spelling of some common homophones and other words which are often confused</li> <li>❖ accurate spelling of some words, that are often misspelt, including most words from the Years 3/4 word list and some from the Years 5/6 word list in <i>English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1</i>.</li> </ul> <p><b>See Y5 Spelling Programme for expectations</b></p>	<p>Writing demonstrates appropriate use of:</p> <ul style="list-style-type: none"> <li>❖ nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description</li> <li>❖ relative clauses beginning with who, which and that to add detail and description</li> <li>❖ fronted adverbials to vary sentence structure</li> <li>❖ the standard form for verb inflections in written Standard English.</li> </ul> <p>A range of punctuation is used, mostly accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation to indicate direct speech.</p> <p><b>See Appendix 2 Year 5 Vocabulary, Grammar and punctuation for expectations.</b></p>	<p>By the end of Year 6 children will be expected to be able to spell:</p>				<p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward  bargain bruise  category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity  definite desperate determined develop dictionary disastrous</p>	<p>embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation  familiar foreign forty frequently  government guarantee  harass hindrance  identity immediate(ly) individual interfere interrupt</p>	<p>language leisure lightning  marvellous mischievous muscle  necessary neighbour nuisance  occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation  queue</p>	<p>recognise recommend relevant restaurant rhyme rhythm  sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system  temperature thorough twelfth  variety vegetable vehicle  yacht</p>