



Year 5 English

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

The curriculum in Key Stage 2 builds on the knowledge and skills that pupils have been taught at Key Stage 1. Spoken language underpins the development of pupils' reading and writing. Reading at KS2 consists of two dimensions: word reading and comprehension (both listening and reading). Pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Writing is composed of three strands: transcription (spelling and handwriting), composition (articulating ideas and structuring them in speech and writing) and vocabulary, grammar and punctuation.

	Key Performance Indicators	Age Related Expectations
Speaking and Listening	<ul style="list-style-type: none"> - Identifies and asks appropriate questions to seek information, views and feelings. - Prepares and gives a short oral presentation. - Reads aloud poems and plays showing understanding through intonation, tone and volume so that the meaning is clear to the audience. - Participates in group and class discussions. - Recognises and discusses features of spoken language, including formal and informal language. 	<p>A child should be able to listen and respond in a range of contexts, thinking about what has been said and the language used.</p> <p>A child can speak coherently and confidently for a variety of purposes and audiences.</p>
Reading	<ul style="list-style-type: none"> - Applies a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met. - Asks questions to improve their understanding. - Draws inferences e.g. inferring character's feelings thoughts and motives from their actions. - Predicts what might happen from details stated and implied. - Distinguishes between fact and opinion. - Makes comparisons within and across books. - Learns some poetry by heart. - Participates in discussions about books read to them and read independently. - Provides reasoned justifications for their views about a book. - 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. 	<p>By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects.</p> <p>A child can: use reading strategies to work out any unfamiliar word; read books selected independently; compare characters, settings, themes and other aspects of what is read.</p> <p>A child understands some of the terms needed for discussing what is heard and read such as metaphor, simile, style and effect.</p> <p>In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently.</p>
Writing (Composition)	<ul style="list-style-type: none"> - Plans writing by identifying the audience for, and purpose of, the writing. - Draft and write selecting appropriate grammar and vocabulary - Selects the appropriate form and uses other similar writing as models for their own. - Describes settings and characters. - Uses dialogue in narratives to convey character. - Proof-reads for spelling and punctuation errors. - Ensures the consistent and correct use of tense throughout a piece of writing. - Uses some organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) - Assesses their own and others' writing and propose changes. 	<p>A child can: structure and organise a range of texts effectively for different purposes; use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing; write effective descriptions.</p> <p>A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters.</p>
Writing (Vocabulary, punctuation and grammar)	<ul style="list-style-type: none"> - Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) - Uses devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) - Links ideas across paragraphs . - Uses commas to clarify meaning or avoid ambiguity. - Uses brackets, dashes and commas to indicate parenthesis. - Understands terminology such as relative pronoun, relative clause, parenthesis, ambiguity. 	<p>By the end of Year 5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose.</p> <p>A child can apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading.</p>
Transcription and Spelling	<ul style="list-style-type: none"> - Uses prefixes and suffixes: Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) and prefixes dis-de- over- re- - Spell some words with silent letters - Can distinguish between homophones and other words that are often confused ,e.g. their / there/ they're, your /you're. - Can use a thesaurus to find alternative words. - Uses the first three or four letters of a word to check spelling and meaning. 	<p>A child applies most of the Year 5 spelling rules when writing independently.</p> <p>They write legibly, fluently and with increasing speed.</p>