



Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) 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's reading should demonstrate increasing fluency across all subjects and not just in English.

A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies

A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect

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.

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

Spelling, punctuation & grammar

Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)

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)

Uses commas to clarify meaning or avoid ambiguity

By the end of Y5, a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose.

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.