

Y5 English

Writing composition coverage

Pupils should be taught to:

plan their writing by:

- identifying the **audience** for and **purpose** of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and **developing initial ideas, drawing on reading and research** where necessary
- in **writing narratives**, considering how authors have developed **characters and settings** in what pupils have read, listened to or seen performed

draft and write by:

- selecting **appropriate grammar and vocabulary**, understanding how such choices can change and enhance meaning
- in narratives, **describing settings, characters and atmosphere and integrating dialogue** to convey character and advance the action
- **précising** longer passages
- using a wide range of devices to build **cohesion within and across paragraphs**
- using further **organisational and presentational devices to structure text** and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

- **assessing the effectiveness** of their own and others' writing
- **proposing changes** to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the **consistent and correct use of tense** throughout a piece of writing
- ensuring **correct subject and verb agreement** when using **singular and plural**, distinguishing between the language of speech and writing and choosing the appropriate register
- **proof-read for spelling and punctuation errors**
- **perform** their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Y5 Handwriting expectations

Pupils should be taught to:

write **legibly, fluently** and with increasing **speed** by:

- **choosing** which shape of a letter to use when given choices and **deciding** whether or not to join specific titles
- choosing the **writing implement** that is best suited for a task.

Y5 - Grammar, Vocabulary and Punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in [English Appendix 2](#) by:

- recognising vocabulary and structures that are appropriate for **formal speech** and writing, including **subjunctive forms**
- using **passive verbs** to affect the presentation of information in a sentence
- using the **perfect form of verbs** to mark relationships of time and cause
- using **expanded noun phrases** to convey complicated information concisely
- using **modal verbs or adverbs** to indicate degrees of possibility
- using **relative clauses** beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in [English Appendix 2](#)

indicate grammatical and other features by:

- using **commas** to clarify meaning or avoid ambiguity in writing
- using **hyphens** to avoid ambiguity
- using **brackets, dashes or commas** to indicate parenthesis
- using **semi-colons, colons or dashes** to mark boundaries between independent clauses
- using a **colon** to introduce a list
- punctuating **bullet points** consistently
- use and understand the grammatical terminology in [English Appendix 2](#) accurately and appropriately in discussing their writing and reading.

Y5 writing transcription

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use **further prefixes and suffixes** and understand the guidance for adding them
- spell some words with '**silent**' letters [for example, knight, psalm, solemn]
- continue to distinguish between **homophones** and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be **learnt specifically**, as listed in [English Appendix 1](#)
- **use dictionaries** to check the spelling and meaning of words
- use the first three or four letters of a word to **check spelling**, meaning or both of these in a dictionary
- use a **thesaurus**

Y5 word reading

Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Y5 Comprehension

Pupils should be taught to:

maintain 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**
- reading books that are structured in different ways and reading for a **range of purposes**
- **increasing their 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 recommending books** that they have read to their peers, giving reasons for their choices
- identifying and discussing **themes and conventions** in and across a wide range of writing
- making **comparisons** within and across books
- learning a wider range of **poetry by heart**
- **preparing 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

understand what they read by:

- checking that the book **makes sense** to them, **discussing** their understanding and **exploring** the meaning of words in context
- **asking questions** to improve their understanding
- drawing **inferences** such as inferring characters' feelings, thoughts and motives from their actions, and **justifying inferences with evidence**
- **predicting** what might happen from details stated and implied
- **summarising the main ideas** drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how **language, structure and presentation** contribute to meaning

- discuss and evaluate **how authors use language**, including **figurative language**, considering the impact on the reader
- distinguish between statements of **fact and opinion**
- retrieve, record and present information from **non-fiction**
- participate in **discussions about books** that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- **explain and discuss their understanding** of what they have read, including through **formal presentations and debates**, maintaining a focus on the topic and using notes where necessary
- provide **reasoned justifications** for their **views**

[Y5 Spoken Word](#)

Pupils should be taught to:

- **listen and respond appropriately** to adults and their peers
- **ask relevant questions** to extend their understanding and knowledge
- use relevant strategies to **build their vocabulary**
- **articulate and justify** answers, arguments and opinions
- **give well-structured descriptions, explanations and narratives** for different purposes, including for expressing feelings
- **maintain attention and participate actively** in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through **speculating, hypothesising, imagining and exploring ideas**
- **speak audibly and fluently** with an increasing command of **Standard English**
- participate in **discussions, presentations, performances, role play, improvisations and debates**
- gain, maintain and monitor the **interest of the listener(s)**
- consider and evaluate **different viewpoints, attending to and building on the contributions of others**
- select and use **appropriate registers** for effective communication