



English

Key Learning Indicators of Performance in Reading: Year 5

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none">▶ Read books at an age appropriate interest level.▶ Use knowledge of root words to understand meanings of words.▶ Apply knowledge of prefixes to understand meaning of new words, e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i>.▶ Use suffixes to understand meanings e.g. <i>-ant</i>, <i>-ance</i>, <i>-ancy</i>, <i>-ent</i>, <i>ence</i>, <i>-ency</i>, <i>-ible</i>, <i>-able</i>, <i>-ibly</i>, <i>-ably</i>.▶ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none">▶ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.▶ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.▶ Explore themes within and across texts e.g. <i>loss</i>, <i>heroism</i>, <i>friendship</i>.▶ Make comparisons within a text e.g. characters' viewpoints of same events.▶ Recommend books to their peers with reasons for choices.▶ Read books and texts that are structured in different ways for a range of purposes.▶ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.▶ Learn a wider range of poems by heart.▶ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none">▶ Explain the meaning of words within the context of the text.▶ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.▶ <u>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</u>▶ <u>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</u>▶ <u>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</u>▶ Predict what might happen from information stated and implied.▶ <u>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</u>▶ <u>Scan for key words and text mark to locate key information.</u>▶ Summarise main ideas drawn from more than one paragraph and identify key details which support this.▶ <u>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</u>▶ Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>.▶ Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>. <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none">▶ <u>Explore, recognise and use the terms metaphor, simile, imagery.</u>▶ Explain the effect on the reader of the authors' choice of language.▶ Distinguish between statements of fact or opinion within a text. <p>Participating in discussion and debate</p> <ul style="list-style-type: none">▶ 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.▶ Prepare formal presentations individually or in groups.▶ Use notes to support presentation of information.▶ Respond to questions generated by a presentation.▶ Participate in debates on an issue related to reading (fiction or non-fiction).



English

Key Learning Indicators of Performance in Reading: Word Lists

Year 5					
apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

Year 6					
accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					



English

Key Learning Indicators of Performance in Writing: Year 5

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i></u> ▶ Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> ▶ Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> ▶ Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> ▶ Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> ▶ Demarcate complex sentences using commas in order to clarify meaning. ▶ Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i> ▶ Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> ▶ Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i> ▶ Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> ▶ <u>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></u> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Identify the audience and purpose. ▶ Select the appropriate language and structures. ▶ Use similar writing models. ▶ Note and develop ideas. ▶ Draw on reading and research. ▶ Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Select <i>appropriate</i> structure, vocabulary and grammar. ▶ Blend action, dialogue and description within and across paragraphs. ▶ <u>Use different sentence structures with increasing control (see VGP).</u> ▶ Use devices to build cohesion (see VGP). ▶ <u>Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i></u> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▶ <u>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</u> ▶ Ensure consistent and correct use of tense throughout a piece of writing. ▶ Ensure consistent subject and verb agreement. ▶ Proofread for spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation and volume. ▶ Add movement. ▶ Ensure meaning is clear. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. ▶ Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency.</i> ▶ Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. ▶ Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>. ▶ Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive.</i> ▶ Recognise and spell words containing the letter-string <i>ough</i>. ▶ To recognise and spell the suffixes <i>-al,- ary,- ic.</i> ▶ To spell further suffixes, e.g. <i>ll in full becoming l.</i> ▶ Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn.</i> ▶ To spell unstressed vowels in polysyllabic words. ▶ Develop self-checking and proof reading strategies. ▶ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▶ <u>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</u> ▶ <u>Use a thesaurus.</u> ▶ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Write fluently using a joined style as appropriate for independent writing. ▶ <u>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i></u>



English

Key Learning Indicators of Performance in Writing: Year 5

<ul style="list-style-type: none">▶ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i>▶ Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i>▶ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i>▶ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i>▶ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.▶ Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>.			
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aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					