

Non-negotiables English Year 5

Year 5 Reading			
Word Reading		Comprehension	
Sufficient evidence shows the ability to...		Sufficient evidence shows the ability to...	
<ul style="list-style-type: none"> <input type="checkbox"/> Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. <input type="checkbox"/> Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception. <input type="checkbox"/> Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. <input type="checkbox"/> Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. 		<ul style="list-style-type: none"> <input type="checkbox"/> Read and enjoy a growing repertoire of texts, both fiction and non-fiction. <input type="checkbox"/> Be familiar with some of the text types specified in the YR 5-6 programme of study, which include modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry, plays and a range of non-fiction texts. <input type="checkbox"/> Recommend books they have read to their peers, giving reasons. <input type="checkbox"/> Discuss and comment on themes and conventions in a variety of genres. <input type="checkbox"/> Read and recite age-appropriate poetry which has been learned by heart. <input type="checkbox"/> Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. <input type="checkbox"/> Discuss their understanding of the meaning of words in context, finding other words which are similar. <input type="checkbox"/> Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. <input type="checkbox"/> Readily ask questions to enhance understanding. <input type="checkbox"/> Make comparisons within and across texts e.g. compare two ghost stories. <input type="checkbox"/> Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions. <input type="checkbox"/> Distinguish fact from opinion with some success. <input type="checkbox"/> Retrieve, record and present information from non-fiction texts. <input type="checkbox"/> Summarise main ideas from more than one paragraph, identifying key details which support these. <input type="checkbox"/> Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views courteously. <input type="checkbox"/> Explain what they know or have read, including through formal presentation and debates, using notes where necessary. 	
Year 5 Writing			
Transcription		Composition	
Spelling Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, dictated sentences which include words from the ks2 curriculum. <input type="checkbox"/> Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence. <input type="checkbox"/> Spell correctly words with letters which are not sounded e.g. knight, solemn. <input type="checkbox"/> Use the hyphen to join a prefix to a root e.g. re- enter. <input type="checkbox"/> Spell some homophones from the YR 5-6 spelling appendix. <input type="checkbox"/> Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6. 		Handwriting Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) <input type="checkbox"/> Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. 	
		Composition: structure and purpose Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Discuss and develop initial ideas in order to plan and draft before writing. <input type="checkbox"/> Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense. <input type="checkbox"/> Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.) <input type="checkbox"/> Use a range of presentational devices, including use of title, subheadings and bullet points. <input type="checkbox"/> Use dialogue to indicate character and event. <input type="checkbox"/> Describe characters, settings and plot, with growing precision. <input type="checkbox"/> Find key words and ideas; begin to write a summary. <input type="checkbox"/> Evaluate own and others' writing; with direction, proof read, edit and revise. 	
		Vocabulary, grammar and punctuation Sufficient evidence shows the ability to... <ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. <input type="checkbox"/> Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. <input type="checkbox"/> Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. <input type="checkbox"/> Usually maintain correct tense. <input type="checkbox"/> Begin to recognise active and passive voice. <input type="checkbox"/> Identify and select determiners. <input type="checkbox"/> Choose vocabulary and grammar to suit formal and informal writing, with guidance. <input type="checkbox"/> Use vocabulary which is becoming more precise. <input type="checkbox"/> Use a dictionary and thesaurus to check the meaning of words and expand vocabulary. 	