

# **The English National Curriculum**

## **The Year 5 Learner**

### **READING**

#### **Word reading**

By the end of Year 5, children will be able to read accurately, fluently and independently. They will add to their existing vocabulary by reading a wider range of complex unfamiliar words, using a dictionary to find out what the words mean and understanding how these words add to the meaning of a particular sentence or paragraph. Quiet reading sessions will provide opportunities for children to select and read longer books independently, but their individual reading will be monitored so that they continue to develop their reading skills, vocabulary and comprehension.

#### **Comprehension**

During Year 5, children will be encouraged to enjoy a range of reading material including fiction, poetry, plays, non-fiction and reference books. They will recognise that books are structured in different ways according to their purpose and audience, and will be able to make comparisons within and across books. Comprehension skills will continue to be taught explicitly so that children develop their understanding of key issues and themes, make predictions and inferences, such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify their opinions with evidence from the text. Children will discuss and evaluate how and why authors select the language they use and they will respond to their reading in a variety of written and spoken forms. Children will learn poems by heart and perform them.

### **WRITING**

#### **Spelling**

Children will build on their knowledge of prefixes and suffixes through using them to transform nouns and verbs, understanding how a word has been built from smaller units of meaning. They will learn about the origins of words and how they might have changed over time. They will learn how to spell words with silent letters, for example, 'knight' and words from the relevant national curriculum list. Children will recognise misspelt words in their own writing and confidently check word meanings and spelling using a dictionary.

#### **Handwriting**

Children will continue to develop their handwriting so that they can increase the speed at which they write. They will be aware of the standard expected for different writing tasks, for example when notes are required at speed or a piece of writing is being redrafted. Children will be encouraged to take great pride in their handwriting and presentation across all subjects.

#### **Composition**

Children will plan their writing, carefully considering their chosen audience and purpose and using models they have encountered in their reading. They will make clear choices about vocabulary and sentence structure to achieve particular effects, confidently making additions or alterations and drawing upon a range of organisational and presentational features they have been taught. Children will be expected to proof-read their work without prompting in order to correct punctuation and spelling errors.

#### **Vocabulary, grammar and punctuation**

By the end of Year 5, children will understand and use a range of grammatical terminology accurately and appropriately when discussing their writing and reading. They will recognise and use a wider range of punctuation marks more frequently in their everyday writing, such as commas, hyphens, brackets, dashes and bullet points, in order to clarify meaning for the reader. They will use a wider range of verb tenses and noun phrases to add greater detail to their writing. Much of their vocabulary and grammar work will focus on the manipulation of words in order to create a particular effect within their sentences, particularly at the beginning of their sentences. Children will be more aware of the importance of their choices in relation to vocabulary, grammar and punctuation and will use a thesaurus to extend the vocabulary they use.

### **SPEAKING AND LISTENING**

Children will recognise the differences between Standard English and non-Standard English and know when it is appropriate for these to be used in speaking and in writing. They will understand when and how to address different audiences and apply expression and gestures to enhance their spoken work. They will develop greater confidence and competence when speaking publicly and will be expected to speak clearly, audibly and fluently for a range of purposes and to a variety of audiences.