



Gorse Hall Primary and Nursery School



English Targets

Year 5



*“Working together the
possibilities are endless...”*

The English Curriculum

- A stronger emphasis on **vocabulary development, grammar, punctuation and spelling**
- **Handwriting** is expected to be fluent, legible and speedy
- **Spoken English** has a greater emphasis, with children to be taught debating and presenting skills

We assess the children against the "Age Related Expectations".

Children will now be assessed as working as:

Working Towards ARE

Working at ARE

Able to apply ARE independently

English is split into three main areas these are **Speaking, Reading** and **Writing**. This booklet aims to provide you with the information to show you what your child is expected to achieve in each of these three areas by the end of Year 5. It clearly shows the Learning Objectives we will be assessing against throughout the year.

We hope you find this information useful and as always please do not hesitate to contact us if you need further advice.

Targets in Spoken Language

A Year 5 Speaker

- Engage the interest of the listener by varying their expression and vocabulary
- Adapt spoken language to the audience, purpose and context
- Explain the effect of using different language for different purposes
- Develop ideas and opinions with relevant detail
- Express ideas and opinions, justifying a point of view
- Show understanding of the main points, significant details and implied meanings in a discussion
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views
- Begin to use standard English in formal situations
- Begin to use hypothetical language to consider more than one possible outcome or solution
- Perform their own compositions, using appropriate intonation and volume so that meaning is clear
- Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone
- Understand and begin to select the appropriate register according to the context



Targets in Reading

A Year 5 Reader - Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Re-read and read ahead to check for meaning

A Year 5 Reader - Comprehension

- Use meaning-seeking strategies to explore the meaning of words in context
- Use meaning - seeking strategies to explore the meaning of idiomatic and figurative language
- Identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification
- Identify grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Justify inferences with evidence from the text
- Make predictions from what has been read

- Summarise the main ideas drawn from a text
- Identify the effect of the context on a text. For example, historical or other cultures
- Identify how language, structure and presentation contribute to the meaning of a text
- Express a personal point of view about a text, giving reasons
- Make connections between other similar texts, prior knowledge and experience
- Compare different versions of texts and talk about their differences and similarities
- Listen to and build on others' ideas and opinions about a text
- Present an oral overview or summary of a text
- Present the author's viewpoint of a text
- Present a personal point of view based on what has been read
- Listen to others' personal point of view
- Explain a personal point of view and give reasons
- Know the difference between fact and opinion
- Use knowledge of structure of text type to find key information
- Use text marking to identify key information in a text
- Make notes from text marking



Targets in Writing

A Year 5 Writer - Transcription

- Form verbs with prefixes. For example, dis, de, mis, over and re
- Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify
- Understand the general rules for adding prefixes and suffixes above
- Spell some words with 'silent' letters, e.g. *knight, psalm, Solemn*
- Distinguish between homophones and other words which are often confused
- Spell identified commonly misspelt words from Year 5 and 6 word list
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Use a range of spelling strategies
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters)



Targets in Writing

A Year 5 Writer - Composition

- Know the audience for and purpose of the writing
- Use the features and structures of text types taught so far
- Use grammatical features and vocabulary appropriate for the text types taught so far
- Start sentences in different ways
- Use sentence starters to highlight the main idea
- Develop characters through action and dialogue
- Establish viewpoint as the writer through commenting on characters or events
- Show how grammar and vocabulary choices create impact on the reader
- Choose vocabulary to engage and impact on the reader
- Use stylistic devices to create effects in writing. For example - simile, metaphor, personification
- Add well-chosen detail to interest the reader
- Summarise a paragraph or event
- Organise writing into paragraphs to show different information or events
- Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs
- Use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with who, which, where, when, whose, that or

with an implied (i.e. omitted) relative pronoun

- Use commas to clarify meaning or avoid ambiguity in writing
- Use brackets, dashes or commas to indicate parenthesis
- Assess the effectiveness of their own and others' writing
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing
- Distinguish between the formal and informal spoken and written language
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

