

English Key Skills and End Points – Year 5

Area of Study	Key Skills	End Points
Reading: Word Recognition	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. 	By the end of Year 5, children will: <ul style="list-style-type: none"> Read fluently a range of genre
Reading: Comprehension	<ul style="list-style-type: none"> 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. Recommending books that they have read to their peers, giving reasons for their choices. Making comparisons within and across books. Learning a wider range of poetry by heart. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context. 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. Provide reasoned justifications for their views. Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas.. Retrieve, record and present information from non-fiction Distinguish between statements of fact and opinion. Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously. 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions e.g. Macbeth Preparing poems to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience e.g. slam poetry Explain and discuss what has been read, including through formal presentations and discussion, using notes where necessary e.g. Should homework be banned?
Writing: Handwriting	<ul style="list-style-type: none"> Practise skill of neat, joined writing Choosing the writing implement that is best suited for the task 	<ul style="list-style-type: none"> Write legibly, fluently with increasing speed

<p>Writing: Punctuation and Grammar</p>	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> • Use of the modal form to indicate the possibility or frequency of an event e.g. should, could, will. • Learn to form complex sentences using relative pronouns and subordinating clauses <p><u>Text Structure</u></p> <ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices, e.g. the use of adverbials such as: on the other hand, in contrast. • Layout devices such as: headings, sub-headings, columns, bullets, tables to structure text. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Use of semi-colon, colon and dash to mark the boundary between independent clauses. • Use of the colon to introduce a list and use of semi-colon within lists. • How hyphens can be used to avoid ambiguity 	<ul style="list-style-type: none"> • Select appropriate grammar, punctuation and vocabulary, understanding how such choices can change and enhance meaning
<p>Writing: Composition</p>	<ul style="list-style-type: none"> • Identify audience and purpose • Note and develop initial ideas, drawing on reading and research where necessary • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and watched • Assess the effectiveness of their own and others' writing • Propose changes to grammar, vocab 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, distinguishing between spoken language and formal writing • Proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action e.g. mystery and suspense • Perform their own poem • Write clear instructions to make a sandwich • Recount of Egyptian Day • Write own account of a familiar story e.g. Alma • Rewrite the end of a familiar legend e.g. King Arthur/own legend • Use contrasting language and imagery e.g. The Tin Forest • Create a fact file for a mythical creature e.g. Jabberwocky

	<ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Contrasting language and imagery 	
Writing: Spelling	<ul style="list-style-type: none"> • Continue to distinguish between homophones and other words which are often confused. • 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 further prefixes and suffixes and understand the guidance for adding them. • Spell words with silent letters. 	<ul style="list-style-type: none"> • Use spelling patterns learnt, in own writing.