

Reading - Year 5 (End of year expectations)

Word reading	I can tell you the meaning of new words.
	I can read words that I have never seen before.
	I can re-read and read ahead to check for meaning.
Comprehension	I can discuss a wide range of fiction, poetry, plays, non-fiction and reference/text books.
	I can read and understand differently structured texts including non-fiction texts.
	I can identify and discuss themes and conventions in stories.
	I can recite poetry from memory – narrative verse, haiku.
	I can prepare poems and plays for performance.
	I can check for sense when exploring unfamiliar words, and figurative phrases.
	I can tell you how the language, structure and presentation add to the meaning of a text.
	I can infer meanings and begin to find evidence in the text.
	I can predict what might happen from details stated and implied.
	I can identify organisational features of different text types
	I can explain why different text types are organised in a certain way.
	I can find and record information from non-fiction.
	I can talk about books I have read at school and at home.
	I can retell you a story that I have read before out loud.
	I can join in with classroom discussions.

Writing - Year 5 (End of year expectations)

Transcriptio	I can use prefix and suffixes.
	I can spell words with 'silent' letters eg. knight, solemn.
	I can distinguish between homophones by their spelling.
	I can use a dictionary and thesaurus to check the spelling, meaning of words and to find alternatives.
	I can spell commonly misspelt words from Year 5 list.
	I can write in cursive handwriting fluently with speed.
Composition	I can identify my audience and write with them in mind.
	I can draft my work developing ideas through research.
	I can consider how authors have developed characters and settings and use that knowledge to plan my own work.
	I can select and use the correct grammar, explaining how my choices can change and enhance meaning.
	I can summarise a longer passage or event.
	I can use organisational and presentational devices to structure text.
	I can assess the effectiveness of mine and others' writing.
	I can suggest changes to the vocabulary, grammar and punctuation I have used to improve and clarify my writing.
	I can start sentences in different ways.
	I can check my work to ensure the correct tense and subject/ verb agreement is used.
	I can punctuate direct and indirect speech.
	I can use commas, hyphens, brackets, dashes and commas for parenthesis.
	I can modal verbs or adverbs to indicate degrees.
	I can use relative clauses starting with who, which, where, when, whose, that or with an implied relative pronoun.
	I can use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.
	I can organise writing into paragraphs.