

End of Year Expectations

Reading

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

Comprehension

- maintain positive attitudes to reading and an understanding of what they read by:
- continuing to 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
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- 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
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

READING
gives us
SOMEPLACE
to go when
we have to
STAY where
we are

A book is
a dream
that you
hold in
your hands

- Neil Gaiman

- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide rea-

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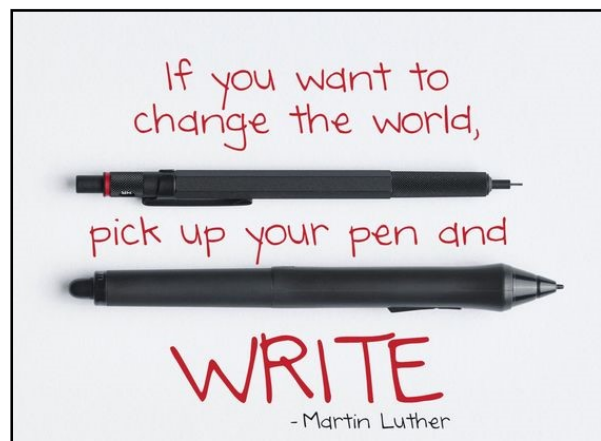
Writing

Transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Composition

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proofread for spelling and punctuation errors
 - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear



End of Year Expectations

Creative Writing

As mother and gather rushed around, Ella and Fern looked at each other as they imagined all the things they could do in the house.

"What time will you be back?" asked Fern with excitement in her eyes.

"We don't know," replied mother as she fixed her delicate hat. As gather put on his checked scarf, ^{which} the children were embarrassed of, mother kissed the ^{joyful} children goodbye as they were ready for the pantomime.

When the rusty, old door slammed shut, Ella and Fern raced up to their playroom to make some plans to keep them entertained. Making a mess, the two spoilt children played with all of their toys even the rusty ones but they were still not ^{amused} getting bored. Ella slumped into her cosy armchair as Fern tidied all of the toys. When it was all clear, they decided to play a little game of hide and seek.

Counting to 30, Ella stood in the playroom as Fern raced along the squeaky corridor trying to find a good hiding space. Climbing up the broken ladder, Fern went into the creepy attic and hid behind an ancient painting. Squeak, Fern heard footsteps tiptoe along the mouldy floor towards the painting. Fern was hiding behind.


"Boo!" shouted Ella, as she grabbed Fern with her ghostly like hands.

"That's not fair!" argued Fern as she crossed her arms, ^{when} a board game came tumbling down a tall tower.

Picking it up, Ella looked at it with a ~~quiet~~ small grin as she imagined them two playing together having fun.

"What's it called?" asked Fern, recovering from the board game

Grammar and Terminology

<p>Verb Prefixes</p> <p>Letters that can be added to the start of a verb to change the meaning.</p> <p>e.g. dis- , de-, mis- , over-, re-</p>	<p>Converting nouns or adjectives into verbs using suffixes</p> <p>Adding letters to the end of adjectives or nouns to convert to verbs.</p> <p>e.g. -ate, -ise, -ify</p>	<p>Relative Clause</p> <p>A clause which is added with a relative pronoun (<i>who, which, where, whose, whom</i>) to add extra detail about the subject or object of the sentence.</p> <p>e.g. The young boy, <u>who hadn't done his homework</u>, had to stay in at break time to complete it.</p> <p>The newly-qualified driver bought a new car, <u>which had leather seats</u>.</p>	
<p>Modal Verbs</p> <p>A word that shows possibility, obligation or intention and adds to the meaning of the verb e.g. can, may, must, could, will, would, shall, should, might, may</p> <p>(Adverbs can also be used to show possibility e.g. perhaps, surely)</p>	<p>Adverb</p> <p>A word that describes or modifies :</p> <p>- a verb e.g. He ate <u>noisily</u></p> <p>- an adjective e.g. She is <u>extremely short</u> (qualifying)</p> <p>- another adverb e.g. He sang <u>exceptionally badly</u> (qualifying)</p> <p>- a pronoun e.g. <u>nearly</u> everyone</p>	<p>Adverbials</p> <p>An adverbial is a word, phrase or clause that does the same job as an adverb: it tells you the time, place or manner in which the verb is done.</p> <p>They answer the questions Where? When? Why? How? How often? How long? How much?</p> <p>e.g. I've read that book <u>three times</u>.</p> <p>She's gone <u>to the bank</u>.</p> <p>I'm silently correcting -you're your grammar</p>	
<p>Cohesive Devices</p> <p>Devices that can be used within and across paragraphs to build cohesion</p> <p>e.g. use of adverbials—time (later), -place (nearby), -number (secondly)</p> <p>e.g. then, after that, this, firstly</p>	<p>Pronoun</p> <p>A pronoun replaces a noun to avoid repetition and make language more clear and concise.</p> <p>It refers to something or someone .</p> <p>Relative pronoun: who, whom, whose, which, what, whoever, whose, what, whatever, whichever, that</p>	<p>Parenthesis</p> <p>The use of brackets, dashes and/or commas to add extra information.</p> <p>Brackets—Show an inserted comment, explanation or additional information within a sentence. e.g. Michael (my best friend) stayed to help me till the end.</p> <p>Dashes—Show an inserted comment, explanation or additional information within a sentence (in pairs) or at the end of a sentence (individual). e.g. We walked - in our new hiking boots - for miles. We walked for miles - it felt like an eternity.</p>	
<p>Comma</p> <p>Use of commas to avoid ambiguity.</p> <p>e.g. Let's eat Grandma.</p> <p>Let's eat, Grandma.</p>	<p>Determiner (article)</p> <p>A word that works with a noun to show if it is :</p> <p>- specific - the</p> <p>- one of many - a / an</p> <p>- many - some/every</p>	<p>Figurative Language</p> <p>Simile One thing is likened to another in one aspect by the use of the words "like" or "as" This is a more artistic likening than that of an analogy, for effect.</p> <p>Metaphor A figure of speech in which a word or phrase, which ordinarily means one thing is used to describe another (to which it does not literally apply), in order to suggest a similarity between them.</p>	
<p>ALL ABOUT</p> 			<p>Personification A way of describing a non-human entity as though it were a human or animal, taking on its typical personality or behaviour.</p>

Spelling Lists and High Frequency Words

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic + ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip (-ped, -ment)

especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme

pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht



Always leave a space here.
Remember, there's a lot of space in outer space.

Alot is not a word.

You don't write
alittle, abunch, acantaloupe, aporkchop
So don't write *alot*.

Supporting your child

Reading

Encourage your child to read regularly at home. We encourage that they read at least 10mins a day. Encourage your child to read a variety of texts at home. (fiction and non fiction, cook books, newspapers, shopping lists, leaflets and magazines, poetry, play scripts, myths and legends). These can be found at your local library or in school.

Whilst your child is reading or after they have finished reading, you may wish to discuss what they have read.

Questions that you could ask your child:

- What feelings did you have as you read the story? Why?
- What parts of the text do you like/dislike? Why?
- How is the text laid out? Is it similar or different to other things you have read? How is the layout important?
- Is there any vocabulary you don't understand? How could we find out what it means?
- What kind of person is the main character? How do you know?
- What do you think will happen next? How do you know? What evidence is there to support your ideas?
- Is this story like any other story you have read? Explain.
- Can you summarise what you have read?

Writing

Children could be encouraged to write at home in a variety of ways. Children need to ensure that the writing is purposeful and has a specific audience. For example:

- diaries or thought bubbles about their day,
- a news article about an event,
- creative stories based on myths, legends, fantasy, comedy etc,
- instructions/guides for something they have made/created or game they have played,
- letters or postcards to friends or family members.

Please ask your child to read back what they have written and self edit their work. Ask them to think carefully about language choices and ensure it has the correct tone e.g. formal or informal. Ask them to think carefully about using a variety of: sentence structures, sentence starts and punctuation to make their writing interesting to the reader.

Spelling

Children should be encouraged to explore spelling rules and patterns e.g. i before e except after c. Children could find words that follow these rules and then explore exceptions. Children could form lists, poems, pieces of artwork from their findings. They could write them out in different ways; identify number of syllables; put them into sentences and play games to aid the learning of the words. Children will receive a spelling test each week and it is beneficial if you can support them to learn their spellings.

Punctuation and Grammar

Children should be encouraged to explore definitions and examples of the grammatical terminology they will come across. Children could play online games to support this.

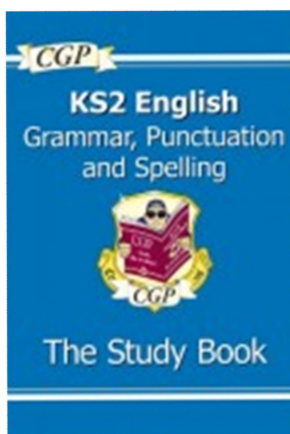
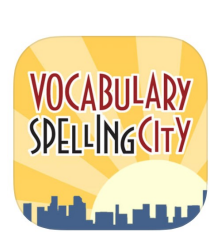


Websites, Apps and Resources

Some websites your children may find useful:

- BBC Bitesize Key Stage 2
- Woodlands Junior School, Kent
- kidspell.com
- Crickweb.co.uk

Android and Apple have a huge range of learning apps and these are ever changing and expanding. Here is a selection of well known apps - some are free, others require a one-off payment.



There are many different work books that could help your child. They are easily found on Amazon or at places like WHSmiths.

You can search for 'Year 5 Worksheets' online and find many free resources too.