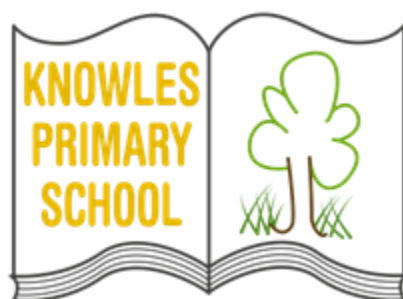


Knowles Primary School



End of Year Expectations For Year 5

This booklet provides information for parents and carers on the end of year expectations for Reading and Writing for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.



Reading

- Can work out the meaning of unknown words from the way they are used in context
- Can read all Year 4 and Year 5 high frequency words
- Can read aloud with pace, fluency and expression

Reading Comprehension

- Can refer to the text to support opinions and elaborate
- Can use dictionaries and thesauri to learn the meanings of new words and develop understanding of shades of meaning (e.g. cry, whimper, wail or bawl)
- Can discuss how and why the text affects the reader and refer back to the text to back up point of view
- Can understand that figurative language creates images
- Can discuss the work of some established authors and know what is special about their work
- Can justify preferences in terms of authors' styles and themes
- Can compare and talk about the structures and features of a range of non-fiction texts
- Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns or character continuation)
- Can discuss messages, moods, feelings and attitudes using the clues from the text using inference & deduction skills
- Can discuss how an author builds a character through dialogue, action, description
- Can identify the relationships between characters, explaining the effect this has on the reader (e.g. how characters behave in different ways as they interact with different people and/or different settings)
- Can predict what might happen from details, both stated and implied, and give reasons for predictions
- Can infer and deduce meaning based on evidence drawn from different points in the text
- Can talk about how a character could be seen in different ways, depending on how the author chooses to portray them

Writing

- Can **plan** writing for a given audience and purpose
- Can write a narrative that establishes an **atmosphere** through the description of **setting** and **character**
- Can write a narrative that **integrates dialogue** to convey character
- Can establish **links across paragraphs** using adverbials of time and place
- Can evaluate and **edit** writing by changing vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Can **proof-read** for punctuation errors
- Can use well-chosen, appropriate and **powerful adjectives**
- Can use well-chosen, appropriate and **powerful verbs**
- Can use **adverbial phrases to change sentence openers** (when, where and how something happens) e.g. Later that day I heard the bad news.
- Can use a **comma after fronted adverbials** e.g. Later that day, I heard the bad news.
- Can use **modal verbs** to show how likely something is to happen e.g. 'can', 'could', 'will', 'would', 'may', 'might', 'shall', 'should', 'must'
- Can use different types of sentences to for a specific purpose e.g. long sentences for description, short sentences for suspense
- Can add extra information (**a subordinate clause**) at the **beginning** or the **end** of a complex sentence e.g. When the monster dragged him away, the boy screamed OR The boy screamed when the monster dragged him away.
- Can add extra information (**a subordinate clause**) to the **middle** of a complex sentence. Know that this is called an **embedded clause**. E.g. The monster, who had sharp talons and dripping fangs, loomed in the doorway.
- Can use **commas at the beginning and end of an embedded clause** e.g. The monster, who had sharp talons and dripping fangs, loomed in the doorway.
- Can **start sentences in a variety of ways** e.g. connectives, adjectives, verbs and similes
- Can use **brackets** to add extra information to the end or the middle of a sentence
- Can use **dashes** to add extra information in the middle of a sentence
- Can use a **dash** at the end of a sentence to create drama or tension (a dramatic pause) e.g. Raul peered over the bridge – there was a huge drop.
- Can use **accurate punctuation in dialogue**

Word list for Year 4

I'm	above	across	almost	along	also
always	any	around	ask	before	began
being	below	better	between	bath	change
coming	didn't	different	does	during	every
first	following	found	goes	gone	half
heard	high	inside	jumped	knew	know
laugh	leave	might	morning	much	near
never	number	often	only	opened	other
outside	place	right	round	second	show
sometimes	started	still	stopped	such	suddenly
think	though	thought	today	together	told
tries	turn	turned	under	until	upon
use	used	walk	walked	walking	watch
where	while	without	woke	woken	write
year	young				

Word list for Year 5

baby	balloon	birthday	brother	children	earth
eyes	father	friends	garden	great	happy
head	heard	important	lady	light	money
own	paper	sister	small	something	sound
sure	swimming	those	white	whole	why
window	word	work	world		

