

Y5 Skills: Reading

Read most unfamiliar words with increasing automaticity
Re-read and read ahead to check for meaning, cross check deduced meaning of words with context
Identify root words in reading and apply their understanding of how prefixes and suffixes affect meaning e.g. suffixes: –ate (donate), –ise (criticise), –ify (notify), prefixes: dis– (disown), re– (recycle), de– (dentist)
Vary voice for direct or indirect speech
Recognise clauses within sentences
Read and discuss an extensive range of books, including myths, legends and traditional stories and books from other cultures and traditions, know their features and evaluate how effective they are e.g. J.K Rowling– Harry Potter series, C S Lewis– The Lion, the witch and the wardrobe
Make comparisons between two texts, including different version of texts and talk about their differences and similarities
Identify and comment on the structure and organisation of a range of texts e.g. in reports, how experts may be included to influence the reader; in parodies, how writers exaggerate the style, making it appear ridiculous in narratives, how flashback paragraphs reveal insight into
Draw influences and justify with evidence from the text
Identify examples of figurative language and consider the impact on the reader e.g. Simile, metaphor, personification, onomatopoeia, hyperbole, analogy
Summarise main points of an argument or discussion and use this to justify their own response to an issue
Understand that people use bias in persuasive writing
Recognise the difference between fact and opinion
Appreciate how two people have different points of view on the same event and explain their own personal point of view and give reasons
Use text marking to identify key information in a text and use these to make notes e.g. highlighting, annotating, bullet points
Carry out research selecting own books for the specific purpose and collecting information from more than one source
Explain how and why a writer has used clauses to add information to a sentence
Present an oral interview of summary of a text

Y5 Skills: Writing

Maintain legibility, fluency and speed in handwriting through deciding whether or not to join specific letters

Form verbs with prefixes (e.g. de–, mis–, over–, re–) Convert nouns or adjectives into verbs using suffixes (e.g. –ate, –ise, –ify)

Spell most words correctly, including homophones and silent letters ((See National Curriculum Spelling– Appendix 1: Year 5/6)

Use dictionaries and thesauruses efficiently

Describe settings, character and atmosphere through a range of techniques such as dialogue, appropriate use of grammar and vocabulary

e.g. describing how the setting makes characters feel and adding details of sights and sounds

‘Joseph flinched when his foot slid across the icy floor’

Use commas to clarify meaning, brackets, dashes or commas to indicate parenthesis

Develop use of paragraphs– this includes linking ideas across paragraphs through the use of adverbials of time, place and number (e.g. later, nearby, secondly) or building cohesion within a paragraph (e.g. then, after, that, firstly)

Identify audience and purpose for writing, selecting the appropriate layout and structure linked to the text type, including using formal and informal language appropriately

Ensure the consistent and correct use of tense throughout a piece of writing

e.g. flashback paragraphs

Use stylistic devices to create effects in writing such as similes, metaphors, personification

Use adverbs to indicate degrees of possibility (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)

Use sentences which include a relative clause beginning with who, which, where, when, whose, that and manipulate its position

Can edit and assess the effectiveness of own and others’ writing