



RYDERS GREEN PRIMARY SCHOOL

A BOOKLET FOR PARENTS: PROGRESS IN ENGLISH Objectives for Year 5

Writing Objectives

- ◆ I add some prefixes and suffixes.
- ◆ I can spell some words that include silent letters.
- ◆ I know some words sound the same but are spelled differently.
- ◆ I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.
- ◆ I am beginning to use a dictionary to check how words are spelled and what words mean.
- ◆ I use the first three letters of a word to quickly find it in a dictionary.
- ◆ I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.
- ◆ I make sure others can read my handwriting.
- ◆ I often choose the writing tool that is best suited for a task.
- ◆ I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.
- ◆ I plan my writing by making notes and then develop my initial ideas.
- ◆ I plan my writing by using ideas from how other authors have developed their characters and settings.
- ◆ I draft and write by selecting grammar and vocabulary to enhance my work.
- ◆ I review my work to add description to develop settings and characters.
- ◆ I can precis a passage to create a sentence with the same meaning.
- ◆ I am beginning to use details across my texts to help link paragraphs together into a full text.
- ◆ I use headings and bullet points to structure my writing.
- ◆ I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.
- ◆ I edit my texts to improve their content.
- ◆ I use the correct tense throughout a piece of writing.
- ◆ I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.
- ◆ I can read through my work to correct some spelling and punctuation mistakes.
- ◆ I read aloud my own work so the meaning is clear to the listeners.
- ◆ I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.
- ◆ I use brackets, dashes or commas to create an explanation section in a sentence.

Writing Objectives Continued

- ◆ I can talk about my work using the learning from my Year 5 grammar list.
- ◆ I begin sentence clauses with who, which, where, when, whose, that or with.
- ◆ I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].
- ◆ I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).
- ◆ I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.
- ◆ I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
- ◆ I use commas to structure my sentences and clarify the meaning of a text.

Reading Objectives

- ◆ I use some of the words and word parts that I understand already to think about what new words mean and sound like.
- ◆ I read and discuss a range of fiction, poetry, plays, non-fiction and reference books.
- ◆ I understand books are set out in different ways for different purposes.
- ◆ I am becoming familiar with a range of books.
- ◆ I recommend books I have read to my friends.
- ◆ I am able to identify and discuss themes across a range of writing.
- ◆ I can make simple comparisons across books I have read.
- ◆ I have learnt a few poems by heart.
- ◆ I am able to read aloud and perform poems and plays.
- ◆ I check my understanding of a text through discussion and exploring the meaning of words.
- ◆ I can ask questions about what I have read.
- ◆ I can see that characters do the things they do because of their feelings.
- ◆ I can predict what may happen in a story by thinking about what has happened up to now.
- ◆ I am able to make simple summaries of a given number of paragraphs I have read.
- ◆ I can show how words, phrases and structure all contribute to make different meanings in texts I read.
- ◆ I know authors use words or phrases which will have impact on a reader.
- ◆ I know the difference between a fact and an opinion.
- ◆ I can find and make notes on information from non-fiction.
- ◆ I am beginning to participate in discussions about books I have read by listening to others' ideas.
- ◆ I can debate topics I have read about.
- ◆ I am able to explain my views.

Speaking and listening

- ◆ I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 5.
- ◆ I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 5.
- ◆ I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 5.
- ◆ I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 5.
- ◆ I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 5.
- ◆ I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 5.
- ◆ I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 5.
- ◆ I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 5.
- ◆ I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 5.
- ◆ I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 5.
- ◆ I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 5.
- ◆ I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 5.

What you can do at home to help your child progress

Speaking and Listening

- ◆ Encourage them to speak clearly and in full sentences.
- ◆ Find opportunities to talk at length about increasingly complicated ideas.
- ◆ Encourage them to listen and express their opinions about local and national issues in the news.
- ◆ Encourage them to join clubs, for instance an after school club or a sports team.

What you can do at home to help your child progress

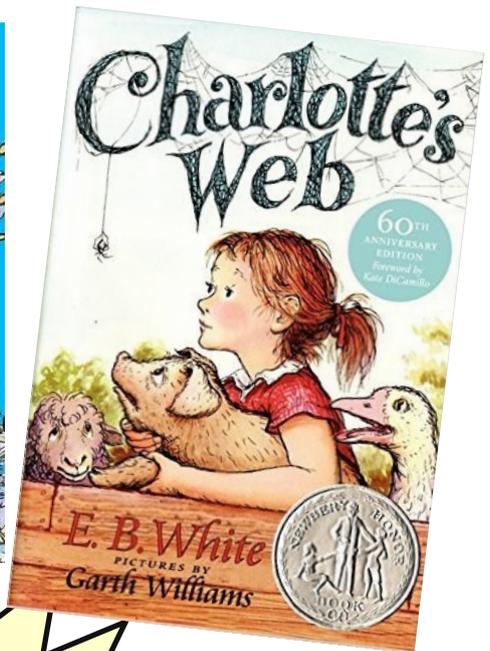
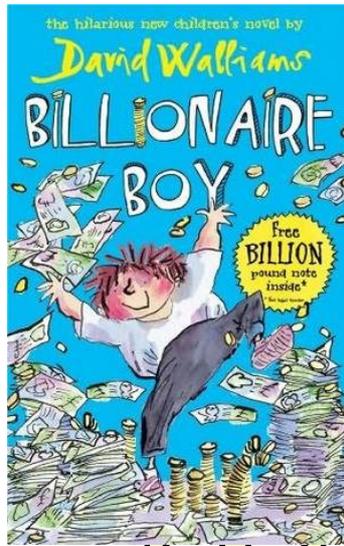
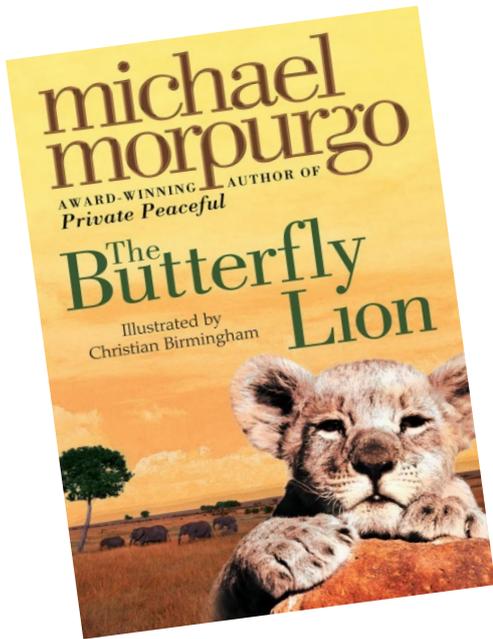
Writing

- ◆ Encourage their personal writing, for instance a diary or a blog.
- ◆ Talk through their ideas with them before they start to write.
- ◆ Encourage them to read through their work, shaping their sentences for clarity and impact and checking for mistakes.
- ◆ Help them to reflect on their work and to think of ways to improve it.

What you can do at home to help your child progress

Reading

- ◆ Give them regular opportunities to make their own choices about what they read at home through visits to the library.
- ◆ Encourage them to develop their response to a text in more detail., for example, ask them how their feelings for a character have changed at different points in the story/
- ◆ Talk to them about the writers choice of language.



Has your child read these books?

