

## Year 5 reading

Key performance indicator	Performance standard
<p>Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met</p> <p>Increases 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</p> <p>Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Retrieves, records and presents information from non-fiction</p> <p>Participates in discussions about books that are read to the child and those that can be read independently</p> <p>Provides reasoned justifications for their views about a book</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• use reading strategies to work out any unfamiliar word;</li> <li>• accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension;</li> <li>• read books selected independently;</li> <li>• recognise themes in what is read, such as loss or heroism; and</li> <li>• compare characters, settings, themes and other aspects of what is read.</li> </ul> <p>A child understands the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies</p> <p>A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect</p> <p>In using non-fiction, a child knows what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently</p>

## Year 5 writing

Key performance indicator	Performance standard
<p><b>Composition</b></p> <p>Identifies the audience for, and purpose of, the writing</p> <p>Selects the appropriate form and uses other similar writing as models for their own</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing</p> <p>Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)</p> <p>Describes settings, characters and atmosphere</p> <p><b>SPaG</b></p> <p>Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)</p> <p>Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)</p> <p>Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly)</p> <p>Uses commas to clarify meaning or avoid ambiguity</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• structure and organise a range of texts effectively for different purposes;</li> <li>• use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing;</li> <li>• use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing;</li> <li>• write effective descriptions;</li> <li>• apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading; and</li> <li>• select a handwriting style appropriate to the task.</li> </ul> <p>A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters</p>