







YEAR 5 SPEAKER	YEAR 5 READER		YEAR 5 WRITER		
Speaking and Listening	Word reading	Comprehension	Spelling	Composition	Grammar and punctuation
<ul style="list-style-type: none"> I can engage the listener by varying my expression and vocabulary. I adapt my spoken language depending on the audience, the purpose or the context. I can develop my ideas and opinions, providing relevant detail. I can express my point of view. I show that I understand the main points, including implied meanings in a discussion. I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views. I use Standard English in formal situations. I am beginning to use hypothetical language to consider more than one possible outcome or solution. I can perform my own compositions, using appropriate intonation and volume so that meaning is clear. I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. I begin to select the appropriate register according to the context. 	<ul style="list-style-type: none"> I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and sound. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. I can re-read and read ahead to check for meaning. 	<ul style="list-style-type: none"> I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. I can identify significant ideas, events and characters; and discuss their significance. I can recite poems by heart, e.g. narrative verse, haiku. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> I can form verbs with prefixes. I can convert nouns or adjectives into verbs by adding a suffix. I understand the rules for adding prefixes and suffixes. I can spell words with silent letters. I can distinguish between homophones and other words which are often confused. I can spell the commonly misspelt words from the Y5/6 word list. I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. I can use a thesaurus. I can use a range of spelling strategies. <p>Handwriting</p> <ul style="list-style-type: none"> I can choose the style of handwriting to use when given a choice. I can choose the handwriting that is best suited for a specific task. 	<ul style="list-style-type: none"> I can discuss the audience and purpose of the writing. I can start sentences in different ways. I can use the correct features and sentence structure matched to the text type we are working on. I can develop characters through action and dialogue. I can establish a viewpoint as the writer through commenting on characters and events. I can use grammar and vocabulary to create an impact on the reader. I can use stylistic devices to create effects in writing. I can add well chosen detail to interest the reader. I can summarise a paragraph. I can organise my writing into paragraphs to show different information or events. 	<p><u>Sentence structure</u></p> <ul style="list-style-type: none"> I can use relative clauses. I can use adverbs or modal verbs to indicate a degree of possibility. <p><u>Text structure</u></p> <ul style="list-style-type: none"> I can build cohesion between paragraphs. I can use adverbials to link paragraphs. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> I can use brackets, dashes and commas to indicate parenthesis. I can use commas to clarify meaning or avoid ambiguity.
GENRES	GENRES	GENRES	GENRES	GENRES	GENRES
<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>	<p>Narrative – adventure, mystery, sci-fi, fantasy, historical, familiar settings, dilemmas, dialogue, play scripts, fables, myths, legends, fairy tales, traditional tales</p> <p>Non-narrative – discussion, explanation, instructions, procedural, persuasion, non-chronological, recount</p> <p>Poetry - free verse, visual, structural, haiku, kenning, shape, couplets, Acrostic</p>
					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2