



End of Year 5 Expectations - English

We hope that the following information will help you to understand what your child should be able to do by the end of Year 5.

Handwriting

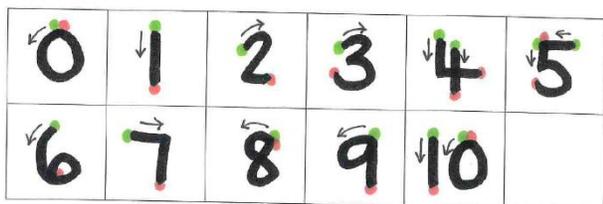
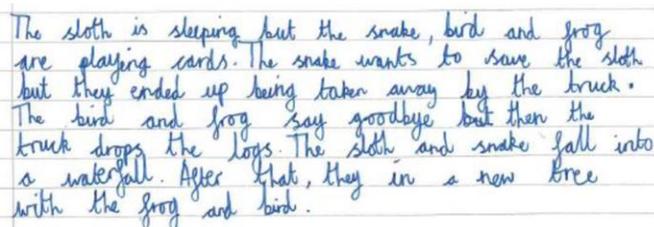
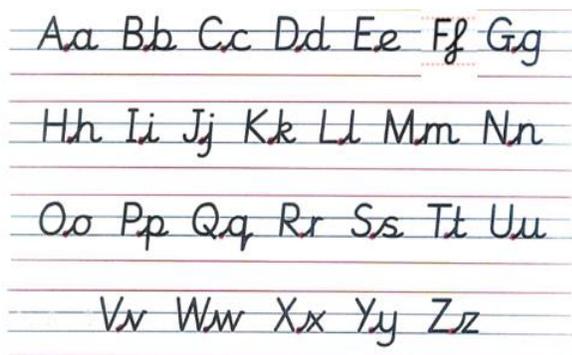
By the end of Year 5, children will have progressed to using a more personal style of handwriting. Handwriting is still neat, joined and fluent and allows the child to write at speed. Neat, joined handwriting should also be used when improvements are being made to work.

Joining...

The teaching of joining is broken down into the following areas:

- diagonal join to ascender: *at, th, ch, cl*
- diagonal join, no ascender: *in, im, ex, de, te, lp, mp, ai, ay, ine, ime*
- diagonal join, no ascender, to anticlockwise letter: *id, ig, nd, ld, ng, ice, ide*
- horizontal join, no ascender: *op, om, one, ow, ou, oy, oi*
- horizontal join, no ascender, to anticlockwise letter: *oa, og, ode, wa, wo*
- horizontal join to ascender: *ol, ot, wh, oh, ole, obe, oob, ool*
- joins to and from tricky letters (f, e, r, s):
 - *of, if, fh, fl, fu, fe, ff*
 - *ee, ea, ear, er, ere*
 - *ur, it, or, oor, ut, utt, air, er, re, pre*
 - *ws, is, sh, si, su, se, sp, sm, ss*
- joins from b and p: *bi, bu, pi, pu, ba, bo, pa, po, bl, pl*

This is how we form our letters. Each letter has a lead in line that starts on the line. The red dot on each letter shows you where to begin. The information below shows how to form each number correctly.



We encourage all children to read to an adult at least 5 times a week in Year 5. Throughout Year 5, children will read a variety of texts fluently, changing intonation, tone and volume when reading aloud to suit the purpose and audience. They will ask questions about what has been read, make predictions,

Please ensure your child brings their reading book and green reading diary to school every day.

Please initial the reading diary or write a comment when you have read with your child at home.

draw inferences and infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence from the text.

By the end of Year 5, we hope that children will be reading independently, selecting books from their classroom reading area or our school library.



In Years 5 and 6, children will be learning to spell and use the spellings below. By the end of Year 5, children should also be able to spell a range of words containing a wide range of spelling patterns. The spelling patterns and examples of words are listed below.

Year 5 and 6 Statutory Spellings						
accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

'cious' – malicious, vicious, precious, delicious
'tious' – ambitious, cautious, infectious, nutritious
'cial' – special, official, artificial, confidential
'ant, ance, ancyl' – observant, observance, hesitant, hesitancy, tolerant, tolerance
'ent, ence, encyl' – innocent, innocence, decent, decency, independent, independence
'able, ably' – adorable, adorably, changeable, noticeable, dependable, comfortable
'ible, ibly' – possible, possibly, forcible, legible
'ei' – deceive, conceive, receive, perceive, ceiling
'ough' – ought, bought, thought, rough, tough, enough, cough, though, although, thorough, borough, plough
silent letters – doubt, island, lamb, solemn, thistle, knight
use of hyphens – co-ordinate, re-enter, co-operate
homophones – advice / advise, practise / practice, device / devise

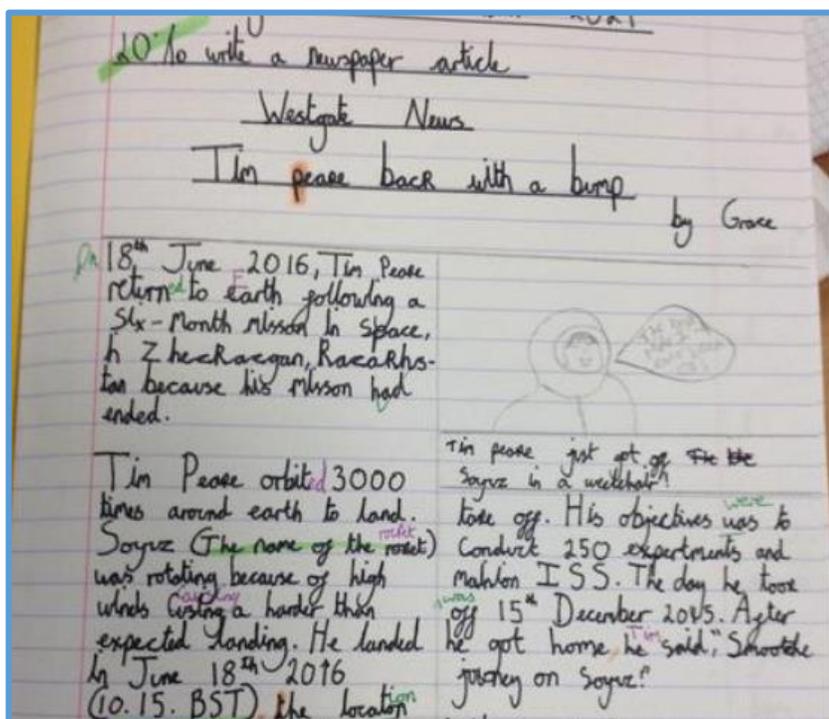
Writing

By the end of Year 5, children will be able to write for a range of purposes and audiences. Writing will be clearly organised in paragraphs and techniques such as sub-headings will be used in non-fiction pieces of writing. Writing will include a range of multi-clause sentences e.g. sentences with subordinate clauses, fronted adverbials and relative clauses. Sentences will be punctuated accurately and children will be able to use brackets, dashes and commas correctly. Children will continue to re-read their writing to check for errors and make improvements.

Subordinate clauses are magic: they change a simple sentence into a complex one! Using complex sentences makes writing more sophisticated. A subordinate clause simply adds extra information into a sentence. It can go at the beginning or end of a sentence. If used at the beginning of a sentence it is separated by a comma.

Like a bullet speeding through the air, he ran through the door.

Writing – End of Year 5



We have to go to school *before we go swimming.*

Relative Clause Sentence

A **relative clause** gives more information about the noun. Sometimes (but not always) they are **embedded** in the sentence.

Miss Jones, **who is our music teacher,** **always makes us laugh.**

Noun A person, object or animal, garage, Henry, leopard, sofa.	Adverb A word that modifies a verb, adjective or another adverb that describes time, place or cause: onwards, soon, therefore.	Verb An action, doing or being word (which can be present, past or future): trudged, is/are/were, does, chuckling, have, do.	Pronoun A word used to replace a noun to avoid repetition: they, us, he/she.	Determiner Used to introduce a noun to specify which one or how many: a/an, the, three, most.
--	--	--	--	---