

Year 5 - Autumn

End of Year ARE (LA Statements)

| | Y5 end-of-year expected standard expectations | | |
|--------------------|---|--------------------|---|
| Audience & purpose | Writing is mostly appropriate for purpose & sometimes appropriate for the audience. | Sentence structure | Use of subordination, co-ordinating clauses & adverbials (including fronted) so that the reader understands when, where & how things are happening. Relative clauses are mostly used correctly to expand noun phrases & give detail. |
| | Writing effectively describes people and places (setting/character) using noun phrases, prepositions, adverbs and relative clauses . Some use of techniques to convey atmosphere e.g. short sentences & adverbs Events in a narrative are cohesively sequenced (plot). Dialogue sometimes advances the action and conveys character. | Vocab-ulary | Noun phrases are further expanded with a preposition after the noun or a relative clause, e.g. <i>a blue ball with a logo</i> or <i>a blue ball that had deflated overnight</i> . Use of a range of appropriate synonyms for verbs, nouns and adjectives |
| Spelling | Prefixes, suffixes and homophones that have been taught are mostly accurate. Most of the Y3/4 words & some of the statutory Y5/6 words are spelt accurately. | Tense & person | Mostly accurate use of tenses (-ing, -ed, present & past perfect e.g have seen, had been) and modals . |
| Punctuation | Relative clauses are mostly accurately punctuated with commas or brackets and dashes. Commas are mostly used after fronted adverbials to separate the main clause. Full-stops and capital letters are mostly accurate. Question and exclamation marks and commas in lists are mostly accurate. Apostrophes for singular and plural possession are mostly accurate. Speech punctuation is mostly accurate, including the use of a comma, ! & ? to separate reporting clauses. | Cohesion | Paragraphs are used to organise writing. Ideas are mostly linked within and across paragraphs using cohesive devices, e.g.: <ul style="list-style-type: none"> fronted adverbials conjunctions pronouns & synonyms, eg. a lion / he / the ferocious beast. Tense choices including use of past perfect tense 'had' Headings/sub-headings are used if appropriate. |
| | | Hand writing | Handwriting is mostly joined, appropriately sized and becoming fluent. |
| | | Editing | Children can proofread for spelling & punctuations errors and make edits to the effectiveness. |

Key National Curriculum Objectives for **Autumn**

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| <p>Handwriting to be a key focus for this half term.</p> | <p>Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. Including use of fronted adverbials (Yr4)</p> | <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> | <p>(Y4) use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Including: full stops, capital letters, exclamation marks, question marks, commas in lists and inverted commas</p> | <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</p> | <p>(Y4) Use apostrophes to mark plural possession e.g. the girl's name, the girls' names and proof-read for spelling and punctuation errors, including the use of the apostrophe for possession and (Y3) apostrophes for contraction.</p> |
| <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task | <ul style="list-style-type: none"> To engage with narrative models which demonstrate the development of characters and settings. To analyse literary works in their use of vocabulary and sentence types in relation to settings and characters. To know the difference between a phrase and a clause. To understand the three sentence types – being able to identify, explain and write. To understand that an adverb can modify a verb an adjective or another adverb and not all adverbs end in -ly To know several examples of adverbs and how these are used differently To know the difference between an adverbial phrase, preposition and a noun phrase. | <ul style="list-style-type: none"> To understand that non-fiction texts often look different to fiction. To know how bullet points are used, when and their benefit. To know when subheadings are used, when and their benefit. To know how diagrams or illustrations are used, when and their benefit To identify these organisational devices and explain their impact. To correct incorrect use of these devices. To consider these devices when planning a non-fiction piece of writing. To know how to punctuate bullet points. To know that paragraphs are an organisational device and that these are still | <ul style="list-style-type: none"> To know what a simple sentence is and how this is punctuated. To identify full stops, question marks, exclamation marks, commas, speech marks and capital letters. To correct basic errors in a sentence. To articulate whether a sentence is complete and where the full stop, question mark or exclamation mark should go. To know what a question and exclamation is and add in the appropriate punctuation. To know how to punctuate speech correctly. To know how to punctuate lists with commas accurately. To punctuate work correctly using taught techniques. | <ul style="list-style-type: none"> Know that past tense uses the past participles was and were and the present tense uses the present participles is and are. Know the correct present tense subject and verb agreement for I, We, You, Me, They, etc. including: we are (rather than we am) and I am (rather than I is) Know the correct past tense subject and verb agreement for I, We, You, Me, They, etc. including: we were (rather than we was) and I was (rather than I were) Know that verbs in the past tense often end with –ed but that there are exceptions to this rule | <ul style="list-style-type: none"> To recap understanding of apostrophes for contraction. To know that an apostrophe can also be used to show ownership. To identify whether an apostrophe has been used to show contraction or possession. To articulate who owns something from apostrophe use. To insert possessive apostrophes correctly. To know that singular and plural possession looks different. To be able to write sentences which include possessive and contraction apostrophes. To articulate how the different placement of a possessive apostrophe changes the meaning. To proof read writing and make corrections upon apostrophe use. To be able to precis longer pieces of writing. |

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| | <ul style="list-style-type: none"> To identify and insert an adverbial phrase in a piece of writing. To understand that a comma is needed after an adverbial phrase. To be able to start sentences orally and in writing using a fronted adverbial. To use fronted adverbials to explain how, when or where something happened in writing with a comma. | <p>used in non-fiction writing.</p> <ul style="list-style-type: none"> To be able to select and use organisational devices based upon their use. | | <ul style="list-style-type: none"> Know that progressive verbs end with –ing Know how to identify verbs that are written in the past and present tense Know how to change verbs from the past tense to the present tense and vice versa Know how to proof-read to identify verbs and the tense that they are written in I can check my work to ensure my tense is consistent | |
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Core Text Types for **Autumn** (further text outcomes can also be completed)

| Autumn 1 | | Autumn 2 | |
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| Novel: Viking Boy | Poem: Tonight I Fear not the Vikings | Novel: Narnia | Poem: The Lion and the Mouse |
| Key Writing Outcome: Narrative – character and setting | Key Grammar Focus: <ul style="list-style-type: none"> To punctuate work correctly using taught techniques. To use fronted adverbials to explain how, when or where something happened in writing with a comma. | Key Writing Outcome: Balanced Argument | Key Grammar Focus: <ul style="list-style-type: none"> To be able to write sentences which include possessive and contraction apostrophes. To punctuate work correctly using taught techniques. |
| Key Writing Outcome: Non-Chronological Report | Key Grammar Focus: <ul style="list-style-type: none"> To be able to select and use organisational devices based upon their use. Handwriting | Key Writing Outcome: Narrative, including a setting and character description | Key Grammar Focus: <ul style="list-style-type: none"> I can check my work to ensure my tense is consistent To use fronted adverbials to explain how, when or where something happened in writing with a comma. |

Ongoing Objectives

Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own

Adaptive Teaching Ideas

| To Support | To Challenge |
|---|---|
| <ul style="list-style-type: none"> Lighten the cognitive load Support with additional adults or guided work Give models to work from | <ul style="list-style-type: none"> Increase the cognitive load Chn to write without the model Change the purpose or audience |

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| <ul style="list-style-type: none"> • Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) • Give a visual support or vocabulary with images (widget) • Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) • Consider alternative ways to create outcome • Check for understanding • Pre-teach vocabulary or content | <ul style="list-style-type: none"> • Add depth by going into a concept further or using more abstract ideas • Consider your questioning, ask chn to explain further, prove and analyse • Chn to take more responsibility for own learning. |
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Y5 Autumn

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| Key National Curriculum – Speaking and Listening for this term | | | | Explicit Oracy Unit |
| <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • speak audibly and fluently with an increasing command of Standard English | | | | |
| <p>☑ Listening: Can follow complex discussions, infer meaning, and understand different perspectives.</p> <p>Responding: Uses varied vocabulary, responds appropriately to tone, and engages in discussion with reasoning.</p> <p>Interaction with Adults: Can engage in more formal discussions and express independent ideas.</p> <p>Interaction with Peers: Shows increasing empathy, adapts responses based on context, and understands conversational cues.</p> | <p>☑ Questioning Style: Exploring multiple perspectives.</p> <p>Purpose: Evaluates information critically (e.g., "What evidence supports this?" "How do different viewpoints affect understanding?")</p> <p>Support Needed: Opportunities for independent inquiry, open-ended research tasks, and discussion-based learning.</p> | <p>☑ Synonyms & Nuance: Exploring how words convey meaning.</p> <p>Figurative Language: Introducing metaphors, similes, and idioms.</p> <p>Academic Vocabulary: Learning technical vocabulary used in formal writing.</p> <p>Independent Research: Encouraging word exploration through reading, writing, and discussion.</p> | <p>☑ Advanced Fluency: Speaks confidently and fluently with a strong grasp of Standard English.</p> <p>Formal vs Informal Language: Learning to adapt speech for different audiences and purposes.</p> <p>Articulation & Persuasive Speaking: Expresses personal opinions clearly with varied intonation and emphasis.</p> <p>Precision in Grammar: Uses correct tense and sentence structure naturally in spoken English.</p> | <p>Knowledge – Debate</p> <p>Physical: Learn how facial expressions and gestures convey meaning.</p> <p>Linguistic: Use a sophisticated range of sentence stems.</p> <p>Cognitive: Draw on knowledge of the world to support a point of view and explore different perspectives. Identify when a discussion is going off topic and bring it back on track.</p> <p>Social & Emotional: Listening for extended periods of time. Speak with flair and passion.</p> |

Assessment Support

| Year Group: | What This Will Look Like in an 'On Track' Child | | |
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| Key Writing Feature | Autumn | Spring | Summer |
| Fronted Adverbials | Can recognise and use fronted adverbials and the addition of the commas (from Year 4) | Able to identify most of the time – specifically picking out the fronted adverbial. Begin to use commas after the fronted adverbial. | Able to identify them all of the time and write them accurately most of the time using a comma. May need reminders of use of comma. |
| Relative clauses | | Can identify relative pronouns with help. Begin to identify relative clause within a sentence. Attempt to write relative clauses with clause in the middle of the sentence. There may be errors with this. Confidently identify relative clauses. Begin to understand and use the parenthesis within a relative clause. Will need reminders. Begin to experiment with the placement of the relative clause. | Able to identify them accurately most of the time and discuss the parts of the sentence e.g. relative pronoun, main clause, subordinate clause. Writing them accurately but may need reminders. Start to use a range of punctuation e.g. brackets, dashes, and commas. |
| Use a range of ambitious vocabulary – verb choice for cohesion and accuracy e.g informal and formal. | Begin to use a thesaurus for synonyms. Children will begin to use vocabulary but it may not fit within the context or formality. | Begin to understand and identify use of vocabulary within specific text types. Increase using a thesaurus without prompt. Start to recognise which words need changing. | Using a thesaurus regularly without teacher prompt for vocabulary ensuring that most of the time it fits within the context. Start to identify how vocabulary fits with formality. |
| Semi-colons, dashes and brackets | | Know what a semi-colon is and understand how it is different from a colon. Have some knowledge of where to use semi-colons, brackets and dashes and begin to experiment with them – there will be errors. | Understand what they are and begin to use them accurately within writing with support. |
| Appropriate use of modal verbs | | | Use modal verbs in writing, thinking about the degree of possibility when selecting. Able to identify them all of the time and write them accurately most of the time. Begin to select the most appropriate modal verb when writing. |
| Linking ideas in paragraphs by using consistent pronouns | To understand what a pronoun is and can use consistently in writing. | Understand the need of linking paragraphs for cohesion. Can identify an appropriate pronoun most of the time. | Use consistent pronouns most of the time. Pronouns selected make sense with previous paragraph to show a clear link. |
| Linking ideas across paragraphs by using conjunctions and adverbial phrases | Recognise conjunctions and adverbial phrases most of the time and begin to use them in their writing, experimenting with placement. | Recognise conjunctions and adverbial phrases and use them in writing. There will be errors. Start to think about where punctuation can be used. | Recognise conjunctions and adverbial phrases and use them mostly accurately in writing. Possible punctuation errors. |

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| Three sentence types | Knows that there are three sentences and the names. Begins to write each sentence type in isolation. Understands FANBOYS for compound sentences. | Starts to write the three sentence types within a paragraph, sometimes considering variety. Begins to understand the makeup of different sentence types e.g. main clause, subordinate clause, relative clause etc | Can identify simple and compound sentences all of the time and complex sentences most of the time. Understands main clauses and fanboys in compound sentences. Can start to discuss parts of complex sentences. |
| Spelling pattern | Can recognise when a word is spelt incorrectly in a spelling pattern e.g. tongue and tonque Homophones are mostly correct. | Becomes more confident with spelling rules. Begins to understand the meaning of the Year 5 spelling list and can spell some words (12-15ish accurately.) | Understands the meaning of most of the Year 5 spelling list. Can recognise most of the spellings rules taught. Can spell some words (25ish) accurately. |

Yr5 Spring
End of Year ARE (LA Statements)

| | Y5 end-of-year expected standard expectations | | |
|--------------------|---|--------------------|---|
| Audience & purpose | Writing is mostly appropriate for purpose & sometimes appropriate for the audience. | Sentence structure | Use of subordination, co-ordinating clauses & adverbials (including fronted) so that the reader understands when, where & how things are happening. Relative clauses are mostly used correctly to expand noun phrases & give detail. |
| | Writing effectively describes people and places (setting/character) using noun phrases, prepositions, adverbs and relative clauses . Some use of techniques to convey atmosphere e.g. short sentences & adverbs Events in a narrative are cohesively sequenced (plot). Dialogue sometimes advances the action and conveys character. | Vocabulary | Noun phrases are further expanded with a preposition after the noun or a relative clause, e.g. <i>a blue ball with a logo</i> or <i>a blue ball that had deflated overnight</i> . Use of a range of appropriate synonyms for verbs, nouns and adjectives |
| Spelling | Prefixes, suffixes and homophones that have been taught are mostly accurate. Most of the Y3/4 words & some of the statutory Y5/6 words are spelt accurately. | Tense & person | Mostly accurate use of tenses (-ing, -ed, present & past perfect e.g have seen, had been) and modals . |
| Punctuation | Relative clauses are mostly accurately punctuated with commas or brackets and dashes. Commas are mostly used after fronted adverbials to separate the main clause. Full-stops and capital letters are mostly accurate. Question and exclamation marks and commas in lists are mostly accurate. Apostrophes for singular and plural possession are mostly accurate. Speech punctuation is mostly accurate, including the use of a comma, ! & ? to separate reporting clauses. | Cohesion | Paragraphs are used to organise writing. Ideas are mostly linked within and across paragraphs using cohesive devices, e.g.: <ul style="list-style-type: none"> fronted adverbials conjunctions pronouns & synonyms, eg. a lion / he / the ferocious beast. Tense choices including use of past perfect tense 'had' Headings/sub-headings are used if appropriate. |
| | | Handwriting | Handwriting is mostly joined, appropriately sized and becoming fluent. |
| | | Editing | Children can proofread for spelling & punctuations errors and make edits to the effectiveness. |

Key National Curriculum Objectives for **Spring**

| <p>Use different verb forms mostly accurately with consideration for audience and purpose</p> | <p>Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before</p> | <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> | <p>Use brackets, dashes or commas to indicate parenthesis</p> | <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character Draft and write by précising longer passages</p> | <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> |
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| <ul style="list-style-type: none"> • To know what the formality continuum is. • To identify and give examples of formal and informal writing and how this is linked to the purpose and audience. • To identify formal and informal vocabulary, punctuation and grammar choices in literary works and prepared models. • To be able to identify where a piece of writing is on the formality continuum. • To understand that direct speech can be written informally within a more formal piece of writing. • To know how to identify the verb form in a piece of writing. • To be able to change the verb form to change the formality of piece of writing. • To consider audience and purpose during the planning stage and | <ul style="list-style-type: none"> • To recap what a paragraph is and when a new paragraph is required. • To recap what an adverbial is (time, place and number) • To identify these within a text and discuss how these link ideas together and create cohesion. • To practise writing sentences which use different adverbials. • To consider at the planning stage which characters, events or settings will be reoccurring and will therefore require adverbials to link together in writing. • To edit work to ensure each paragraph is linked to others. • To create writing where there are links created across paragraphs by using conjunctions and adverbial phrases. | <ul style="list-style-type: none"> • To understand that a relative clause gives additional information about a noun using a relative pronoun. • To know and identify relative pronouns. • To know how to identify relative clauses in a text. • To understand that relative clauses cannot stand on their own as full sentences. • To know how to correct errors in location, pronoun choice and punctuation regarding relative clauses. • To insert relative clauses in a highlighted example. • To write sentences which include relative clauses. • To know that there is a link between relative clauses and parenthesis. • To consider opportunities for including relative | <ul style="list-style-type: none"> • To understand that parenthesis adds additional information and detail to a sentence. • To know that parenthesis can be punctuated with commas, brackets or dashes. • To identify parenthesis in a piece of writing and know whether this has been used correctly. • To correct punctuation errors in relation to parenthesis. • To know that brackets are less formal than commas. • To suggest appropriate punctuation for parenthesis. • To add in additional information, through the use of parenthesis, onto a given text. | <ul style="list-style-type: none"> • To recap how direct speech should be punctuated. • To be able to identify direct and indirect speech in a text. • To know that sentences within speech start with a capital letter and the punctuation at the end is included in the inverted commas. • To be able to add in the correct punctuation for speech. • To be able to punctuate speech when the reported clause is in the middle of the sentence. • To be able to write individual sentences with direct speech which are punctuated correctly. • To be able to include inverted commas, commas for the reported clause and include the speech punctuation inside the inverted commas | <ul style="list-style-type: none"> • To recap what a pronoun is and why this is used. • To be able to identify pronouns and discuss which noun has been replaced. • To use literary and prepared models to discuss pronoun use and how this aids cohesion and avoids repetition. • To suggest changes to nouns for pronouns in a prepared model. • To identify errors where a pronoun has been misused or there is confusion created by a pronoun. • To use models in order to generate higher levels of grammar and vocabulary and discuss whether these can be used in own writing. • To ensure pronoun use is a cohesive device and that work is improved by making changes to vocabulary and grammar choices. |

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| <p>how this will affect verbs and other vocabulary chosen.</p> <ul style="list-style-type: none"> To know how to change verb forms to change the formality of a piece of writing. | | <p>clauses during the planning stage.</p> <ul style="list-style-type: none"> To use relative clauses in writing. | <ul style="list-style-type: none"> To consider parenthesis during the planning stage. To write sentences with parenthesis. To write longer pieces of texts which include parenthesis. | | |
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Core Text Types for **Spring** (further text outcomes can also be completed)

| Spring 1 | | Spring 2 | |
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| Novel: Hidden Figures | Poem: Silver | Novel: Non-Fiction | Poem: The River |
| Key Writing Outcome: Persuasive Speech | Key Grammar Focus: <ul style="list-style-type: none"> To use relative clauses in writing. To ensure pronoun use is a cohesive device and that work is improved by making changes to vocabulary and grammar choices. | Key Writing Outcome: Diary from two perspectives | Key Grammar Focus: <ul style="list-style-type: none"> To know how to change verb forms to change the formality of a piece of writing. To create writing where there are links created across paragraphs by using conjunctions and adverbial phrases. |
| Key Writing Outcome: Biography | Key Grammar Focus: <ul style="list-style-type: none"> To ensure pronoun use is a cohesive device and that work is improved by making changes to vocabulary and grammar choices. To write longer pieces of texts which include parenthesis. | Key Writing Outcome: Newspaper | Key Grammar Focus: <ul style="list-style-type: none"> To use relative clauses in writing. To be able to include inverted commas, commas for the reported clause and include the speech punctuation inside the inverted commas |

Ongoing Objectives

Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)

Adaptive Teaching Ideas

| To Support | To Challenge |
|---|--|
| <ul style="list-style-type: none"> Lighten the cognitive load Support with additional adults or guided work Give models to work from Use scaffolds (gapped models, questions to support, ingredients, sentence stack, sentence stems, word banks) Give a visual support or vocabulary with images (widget) Improve accessibility (proximity to speaker, visibility of whiteboard, reading text to student) Consider alternative ways to create outcome Check for understanding Pre-teach vocabulary or content | <ul style="list-style-type: none"> Increase the cognitive load Chn to write without the model Change the purpose or audience Add depth by going into a concept further or using more abstract ideas Consider your questioning, ask chn to explain further, prove and analyse Chn to take more responsibility for own learning. |

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|--|---|---|--|--|
| Key National Curriculum – Speaking and Listening for this term | | | | Explicit Oracy Unit |
| <ul style="list-style-type: none"> • articulate and justify answers, arguments and opinions • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates • consider and evaluate different viewpoints, attending to and building on the contributions of others | | | | |
| <p>Building Persuasive Arguments: Begins to use more advanced vocabulary and logical reasoning.</p> <p>Using Evidence and References: Begins incorporating facts, texts, or learned information to justify viewpoints.</p> <p>Understanding Nuance: Recognises that opinions can be influenced by different factors.</p> | <p>Sustained Engagement: Stays focused in longer conversations.</p> <p>Expressing Views Confidently: Articulates ideas with supporting evidence, using sentence stems or given vocabulary.</p> <p>Respectful Exchanges: Challenges ideas in a respectful way.</p> <p>Leading and Initiating Discussion: Can guide discussions, and keep conversations meaningful.</p> | <p>Discussions: Expresses opinions with confidence and listens critically.</p> <p>Presentations: Uses formal structure, tone, and eye contact.</p> <p>Performances & Role Play: Learns how to develop a character.</p> <p>Improvisations: Can create spontaneous scenes in response to given prompts.</p> <p>Debates: Presents arguments with evidence and counters opposing viewpoints.</p> | <p>Critical Thinking & Analysis: Considers multiple perspectives and evaluates their validity. Is willing to change their initial point of view.</p> <p>Building on Contributions: Responds thoughtfully and can challenge ideas respectfully. Uses sentence stems ‘At the start I thought ___ but now I think...’</p> <p>Structured Argumentation: Uses reasoning and evidence to support or counter viewpoints.</p> | <p>Knowledge – Presentation Physical: Learn how to project their voice appropriately.</p> <p>Linguistic: Use a sophisticated range of sentences appropriate to the audience.</p> <p>Cognitive: Draw upon knowledge of the world to support the purpose of the presentation.</p> <p>Social & Emotional: Listening for extended periods of time as an audience member.</p> |

Assessment Support

| Year Group: | What This Will Look Like in an 'On Track' Child | | |
|--|---|---|--|
| Key Writing Feature | Autumn | Spring | Summer |
| Fronted Adverbials | Can recognise and use fronted adverbials and the addition of the commas (from Year 4) | Able to identify most of the time – specifically picking out the fronted adverbial. Begin to use commas after the fronted adverbial. | Able to identify them all of the time and write them accurately most of the time using a comma. May need reminders of use of comma. |
| Relative clauses | | Can identify relative pronouns with help. Begin to identify relative clause within a sentence. Attempt to write relative clauses with clause in the middle of the sentence. There may be errors with this. Confidently identify relative clauses. Begin to understand and use the parenthesis within a relative clause. Will need reminders. Begin to experiment with the placement of the relative clause. | Able to identify them accurately most of the time and discuss the parts of the sentence e.g. relative pronoun, main clause, subordinate clause. Writing them accurately but may need reminders. Start to use a range of punctuation e.g. brackets, dashes, and commas. |
| Use a range of ambitious vocabulary – verb choice for cohesion and accuracy e.g informal and formal. | Begin to use a thesaurus for synonyms. Children will begin to use vocabulary but it may not fit within the context or formality. | Begin to understand and identify use of vocabulary within specific text types. Increase using a thesaurus without prompt. Start to recognise which words need changing. | Using a thesaurus regularly without teacher prompt for vocabulary ensuring that most of the time it fits within the context. Start to identify how vocabulary fits with formality. |
| Semi-colons, dashes and brackets | | Know what a semi-colon is and understand how it is different from a colon. Have some knowledge of where to use semi-colons, brackets and dashes and begin to experiment with them – there will be errors. | Understand what they are and begin to use them accurately within writing with support. |
| Appropriate use of modal verbs | | | Use modal verbs in writing, thinking about the degree of possibility when selecting. Able to identify them all of the time and write them accurately most of the time. Begin to select the most appropriate modal verb when writing. |
| Linking ideas in paragraphs by using consistent pronouns | To understand what a pronoun is and can use consistently in writing. | Understand the need of linking paragraphs for cohesion. Can identify an appropriate pronoun most of the time. | Use consistent pronouns most of the time. Pronouns selected make sense with previous paragraph to show a clear link. |
| Linking ideas across paragraphs by using conjunctions and adverbial phrases | Recognise conjunctions and adverbial phrases most of the time and begin to use them in their writing, experimenting with placement. | Recognise conjunctions and adverbial phrases and use them in writing. There will be errors. Start to think about where punctuation can be used. | Recognise conjunctions and adverbial phrases and use them mostly accurately in writing. Possible punctuation errors. |

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|----------------------|--|---|---|
| Three sentence types | Knows that there are three sentences and the names. Begins to write each sentence type in isolation. Understands FANBOYS for compound sentences. | Starts to write the three sentence types within a paragraph, sometimes considering variety. Begins to understand the makeup of different sentence types e.g. main clause, subordinate clause, relative clause etc | Can identify simple and compound sentences all of the time and complex sentences most of the time. Understands main clauses and fanboys in compound sentences. Can start to discuss parts of complex sentences. |
| Spelling pattern | Can recognise when a word is spelt incorrectly in a spelling pattern e.g. tongue and tonque Homophones are mostly correct. | Becomes more confident with spelling rules. Begins to understand the meaning of the Year 5 spelling list and can spell some words (12-15ish accurately.) | Understands the meaning of most of the Year 5 spelling list. Can recognise most of the spellings rules taught. Can spell some words (25ish) accurately. |

Year 5 - Summer

End of Year ARE (LA Statements)

| Y5 end-of-year expected standard expectations | | | |
|---|---|--------------------|---|
| Audience & purpose | Writing is mostly appropriate for purpose & sometimes appropriate for the audience. | Sentence structure | Use of subordination, co-ordinating clauses & adverbials (including fronted) so that the reader understands when, where & how things are happening. Relative clauses are mostly used correctly to expand noun phrases & give detail. |
| | Writing effectively describes people and places (setting/character) using noun phrases, prepositions, adverbs and relative clauses . Some use of techniques to convey atmosphere e.g. short sentences & adverbs Events in a narrative are cohesively sequenced (plot). Dialogue sometimes advances the action and conveys character. | Vocabulary | Noun phrases are further expanded with a preposition after the noun or a relative clause, e.g. <i>a blue ball with a logo</i> or <i>a blue ball that had deflated overnight</i> . Use of a range of appropriate synonyms for verbs, nouns and adjectives |
| Spelling | Prefixes, suffixes and homophones that have been taught are mostly accurate. Most of the Y3/4 words & some of the statutory Y5/6 words are spelt accurately. | Tense & person | Mostly accurate use of tenses (-ing, -ed, present & past perfect e.g have seen, had been) and modals . |
| Punctuation | Relative clauses are mostly accurately punctuated with commas or brackets and dashes. Commas are mostly used after fronted adverbials to separate the main clause. Full-stops and capital letters are mostly accurate. Question and exclamation marks and commas in lists are mostly accurate. Apostrophes for singular and plural possession are mostly accurate. Speech punctuation is mostly accurate, including the use of a comma, ! & ? to separate reporting clauses. | Cohesion | Paragraphs are used to organise writing. Ideas are mostly linked within and across paragraphs using cohesive devices, e.g.: <ul style="list-style-type: none"> fronted adverbials conjunctions pronouns & synonyms, eg. a lion / he / the ferocious beast. Tense choices including use of past perfect tense 'had' Headings/sub-headings are used if appropriate. |
| | | Hand writing | Handwriting is mostly joined, appropriately sized and becoming fluent. |
| | | Editing | Children can proofread for spelling & punctuations errors and make edits to the effectiveness. |

Key National Curriculum Objectives for **Summer**

| Draft and write using devices to build cohesion within a paragraph and across sentences e.g. then, after that, this, firstly | Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must | Use commas to clarify meaning or avoid ambiguity | Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity | Proof-read for spelling errors linked to spelling statements for year 5 | Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character Draft and write by precising longer passages |
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| <ul style="list-style-type: none"> • To recap what a paragraph is and when a new paragraph is needed. • To identify cohesive devices in a prepared literary example. • To insert cohesive language into a prepared example to aid cohesion. • To discuss which vocabulary is the most appropriate and aids cohesion. • To write sentences which link using the above vocabulary. • To identify key themes, settings, characters or events within a narrative which will be linked at the planning stage. • To improve own or other's writing using cohesive devices. • To be able to link ideas across a series | <ul style="list-style-type: none"> • To understand that modal verbs are used to change the meaning of other verbs. They can express meanings such as certainty, ability, or obligation. • To be able to recite key modal verbs (will, would, can, could, may, might, shall, should, must and ought). • To understand which modal verbs are linked to the most and least likely probability. • To use this knowledge to rank chances of an action in order. • To know modal verbs are finite and cannot have a suffix. • To identify modal verbs in a prepared text. | <ul style="list-style-type: none"> • To understand the three sentence types. • To know that a comma cannot join two independent clauses. • To know what a subordinate clause is. • To identify a main and subordinate clause in a sentence. • To know that a subordinate clause needs a main clause. • To know how to insert a comma correctly after a subordinate clauses. • To recap commas in a list. • To recap commas for parenthesis. • To discuss how commas can change meaning in a sentence. • To correct a prepared text regarding comma use. | <ul style="list-style-type: none"> • To recap parenthesis and how brackets, dashes and commas can be used. • To ensure children can add in parenthesis accurately. • To correct models using parenthesis. • To understand the difference between proof-reading and editing. • To know how to identify errors in regards to punctuation in other's work. • To know how to correct errors in my own work in regards to punctuation and parenthesis. | <ul style="list-style-type: none"> • To know and understand the spelling statements in the spelling progression document taught so far. • To model to the children how to spot for spelling errors. • To identify spelling errors in other's work. • To identify and correct spelling errors linked to the Year 5 spelling curriculum. | <ul style="list-style-type: none"> • To recap how direct speech should be punctuated. • To be able to identify direct and indirect speech in a text. • To know that sentences within speech start with a capital letter and the punctuation at the end is included in the inverted commas. • To be able to add in the correct punctuation for speech. • To be able to punctuate speech when the reported clause is in the middle of the sentence. • To be able to write individual sentences with direct speech which are punctuated correctly. • To be able to include inverted commas, commas for the reported clause and include the speech punctuation inside the inverted commas |

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| <p>of sentences and paragraphs.</p> | <ul style="list-style-type: none"> To insert the most appropriate modal verb in a text. To consider audience and purpose of writing when planning modal verbs in writing. To use modal verbs in writing. | <ul style="list-style-type: none"> To write a range of sentences with commas correctly. To write a longer piece of writing with accurate use of commas. | | | |
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Core Text Types for **Summer** (further text outcomes can also be completed)

| Summer 1 | | Summer 2 | |
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| Novel: Pig Heart Boy | Poem: Sick | Novel: Operation Gadget Man | Poem: The Tin Can Band |
| Key Writing Outcome: Newspaper | Key Grammar Focus: <ul style="list-style-type: none"> To be able to link ideas across a series of sentences and paragraphs. To know how to correct errors in my own work in regards to punctuation and parenthesis. | Key Writing Outcome: Narrative | Key Grammar Focus: <ul style="list-style-type: none"> To be able to include inverted commas, commas for the reported clause and include the speech punctuation inside the inverted commas. To be able to link ideas across a series of sentences and paragraphs. |
| Key Writing Outcome: Balanced argument | Key Grammar Focus: <ul style="list-style-type: none"> To use modal verbs in writing. To write a longer piece of writing with accurate use of commas. | Key Writing Outcome: Radio advert | Key Grammar Focus: <ul style="list-style-type: none"> To use modal verbs in writing. To identify and correct spelling errors linked to the Year 5 spelling curriculum. |

Ongoing Objectives

Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)

Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Evaluate and edit by assessing the effectiveness of their own and other's writing.

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| Key National Curriculum – Speaking and Listening for this term | | | | Explicit Oracy Unit |
| <ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication • select and use appropriate registers for effective communication | | | | |
| <p>📖 Sophisticated Descriptions: Begins to use figurative language (e.g., metaphors, similes) for impact.</p> <p>Complex Explanations: Explains opinions with reasoning and evidence.</p> <p>Narrative Development: Writes and speaks with structure and purpose across different genres (e.g., persuasive writing, formal explanations, personal reflections)</p> | <p>📖 Critical Speculation & Hypothesising: Applies some reasoning to predictions and arguments (e.g., "If global temperatures rise, ice caps will melt").</p> <p>Exploring Abstract Ideas: Uses conversation to learn more about concepts, theories, and perspectives.</p> <p>Developing Debate & Persuasion Skills: Can discuss ideas confidently and justify views with evidence, using sentence stems and given vocabulary.</p> | <p>📖 Gaining Interest: Uses rhetorical questions, strong openings, and persuasive language.</p> <p>Maintaining Engagement: Can use gestures, pauses, and varied pitch for effect. Considers body language and the impact of movement.</p> <p>Monitoring Listener Response: Reads verbal and non-verbal audience cues and adapts speech accordingly (e.g., slowing down or clarifying).</p> | <p>📖 Mastering Formal vs Informal Registers: Can switch between casual conversation and formal speech although this may be with support.</p> <p>Speaking for Different Purposes: Adjusts tone for storytelling, debating, or presenting information.</p> <p>Using Nuanced Language: Selects vocabulary appropriate for audience and subject matter (e.g., persuasive vs academic speech).</p> | <p>Knowledge – Debate Physical: Learn how facial expressions and gestures convey meaning.</p> <p>Linguistic: Use a sophisticated range of sentence stems.</p> <p>Cognitive: Draw on knowledge of the world to support a point of view and explore different perspectives. Identify when a discussion is going off topic and bring it back on track.</p> <p>Social & Emotional: Listening for extended periods of time. Speak with flair and passion.</p> |

Assessment Support

| Year Group: | What This Will Look Like in an 'On Track' Child | | |
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| Key Writing Feature | Autumn | Spring | Summer |
| Fronted Adverbials | Can recognise and use fronted adverbials and the addition of the commas (from Year 4) | Able to identify most of the time – specifically picking out the fronted adverbial. Begin to use commas after the fronted adverbial. | Able to identify them all of the time and write them accurately most of the time using a comma. May need reminders of use of comma. |
| Relative clauses | | Can identify relative pronouns with help. Begin to identify relative clause within a sentence. Attempt to write relative clauses with clause in the middle of the sentence. There may be errors with this. Confidently identify relative clauses. Begin to understand and use the parenthesis within a relative clause. Will need reminders. Begin to experiment with the placement of the relative clause. | Able to identify them accurately most of the time and discuss the parts of the sentence e.g. relative pronoun, main clause, subordinate clause. Writing them accurately but may need reminders. Start to use a range of punctuation e.g. brackets, dashes, and commas. |
| Use a range of ambitious vocabulary – verb choice for cohesion and accuracy e.g informal and formal. | Begin to use a thesaurus for synonyms. Children will begin to use vocabulary but it may not fit within the context or formality. | Begin to understand and identify use of vocabulary within specific text types. Increase using a thesaurus without prompt. Start to recognise which words need changing. | Using a thesaurus regularly without teacher prompt for vocabulary ensuring that most of the time it fits within the context. Start to identify how vocabulary fits with formality. |
| Semi-colons, dashes and brackets | | Know what a semi-colon is and understand how it is different from a colon. Have some knowledge of where to use semi-colons, brackets and dashes and begin to experiment with them – there will be errors. | Understand what they are and begin to use them accurately within writing with support. |
| Appropriate use of modal verbs | | | Use modal verbs in writing, thinking about the degree of possibility when selecting. Able to identify them all of the time and write them accurately most of the time. Begin to select the most appropriate modal verb when writing. |
| Linking ideas in paragraphs by using consistent pronouns | To understand what a pronoun is and can use consistently in writing. | Understand the need of linking paragraphs for cohesion. Can identify an appropriate pronoun most of the time. | Use consistent pronouns most of the time. Pronouns selected make sense with previous paragraph to show a clear link. |
| Linking ideas across paragraphs by using conjunctions and adverbial phrases | Recognise conjunctions and adverbial phrases most of the time and begin to use them in their writing, experimenting with placement. | Recognise conjunctions and adverbial phrases and use them in writing. There will be errors. Start to think about where punctuation can be used. | Recognise conjunctions and adverbial phrases and use them mostly accurately in writing. Possible punctuation errors. |

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| Three sentence types | Knows that there are three sentences and the names. Begins to write each sentence type in isolation. Understands FANBOYS for compound sentences. | Starts to write the three sentence types within a paragraph, sometimes considering variety. Begins to understand the makeup of different sentence types e.g. main clause, subordinate clause, relative clause etc | Can identify simple and compound sentences all of the time and complex sentences most of the time. Understands main clauses and fanboys in compound sentences. Can start to discuss parts of complex sentences. |
| Spelling pattern | Can recognise when a word is spelt incorrectly in a spelling pattern e.g. tongue and tonque Homophones are mostly correct. | Becomes more confident with spelling rules. Begins to understand the meaning of the Year 5 spelling list and can spell some words (12-15ish accurately.) | Understands the meaning of most of the Year 5 spelling list. Can recognise most of the spellings rules taught. Can spell some words (25ish) accurately. |