

I can	English – Year 5 (expected)	Date	
		Secure	Greater Depth
Word Reading	Explain the meaning of new words using growing knowledge of etymology and morphology across a wide range of texts.		
	Read words that I have never seen before with minimal impact on fluency.		
Comprehension	Discuss a wide range of fiction, poetry, plays, non-fiction and reference/text books, expressing views which are justified by reference to the text, drawing on and using comparing & contrasting examples.		
	Read and understand differently structured books. (comparing characters, considering different authors and character's viewpoints)		
	Read and understand books written for different purposes.		
	Enjoy a variety of different genres including myths, legends and traditional stories, modern fiction and fiction from history, and books from other cultures and traditions.		
	Recommend books to my friends and explain why I like them.		
	Identify and discuss themes and conventions in stories. (e.g. heroism and loss; autobiography in the first person etc.)		
	Recite poetry from memory.		
	Prepare a play for performance demonstrating how tone, intonation, volume and action contribute to meaning.		
	Sense check texts for meaning. (e.g. explore how a known word can have different meanings in different contexts)		
	Ask questions to improve my understanding. (e.g. I wonder...or could...or perhaps...?)		
	Infer information about the feelings, thoughts and motives of characters from what I am reading, using evidence from text to support ideas.		
	Predict what might happen from details stated and implied drawing on own experience of similar texts as well as the clues an author has planted.		
	Summarise the main ideas in a text of more than one paragraph using own words and key vocabulary in a series of sentences.		
	Tell you how the language, structure and presentation add to the meaning of a text.		
	Discuss and evaluate how authors use language (including figurative language) and its impact on the reader.		
	Retrieve, record and present information from non-fiction. (e.g. has used a range of models for making notes like spider diagrams or grid)		
	Participate in discussions with my classmates about books that I have read, or that somebody has read to me.		
Explain and discuss what I have read through formal presentation and debates.			
Provide a reasoned argument to support my views distinguishing between fact and fiction.			

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Transcription	Use prefixes and suffixes with or without associated changes in spelling (e.g. applicable, reliable, changeable etc.)		
	Spell some words with 'silent' letters. (e.g. knight, psalm, solemn)		
	Distinguish between homophones by their spelling. (e.g. serial/ cereal)		
	Learn the spelling in the Year 5 and 6 Spelling Appendix.		
	Use a dictionary to check the spelling and meaning of words.		
Composition and handwriting	Use a thesaurus with little prompting.		
	Identify my audience and write with them in mind.		
	Draft my work developing initial ideas and researching where necessary sometimes drawing on independent reading and research.		
	Consider how authors have developed characters and settings and use that knowledge to plan my own work. (e.g. planning 2 or 3 clearly distinguishable main characters in a setting based on story or place)		
	Select and use the correct grammar and explain how my choices can change and enhance meaning.		
	Write a short précis of a longer passage.		
	Use organisational and presentational devices to structure text including devices to build cohesion within and between paragraphs.		
	Assess the effectiveness of my writing and other people's writing.		
	Suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing.		
	Check my work to ensure that the correct tense is used.		
	Check my work to ensure correct subject and verb agreement.		
	Check my work for spelling and punctuation errors.		
	Write cursive text legibly, fluently and with increasing speed.		
Vocabulary, grammar and punctuation	Punctuate direct and indirect speech.		
	Use commas to clarify meaning (e.g. George, the youngest Beatle, ...)		
	Use the perfect form of verbs to mark relationship of time and cause.		
	Use expanded noun phrases. (e.g. 'a tiny kitten with its eyes shut')		
	Use modal verbs or adverbs. (e.g. might be...could be...sometimes...often)		
	Convert nouns or adjectives into verbs using suffixes –ate, -ise, -ify		
	Use relative clauses. (e.g. who, which, where, when etc.)		
	Use commas; hyphens; brackets, dashes and commas for parenthesis.		
	Use semi-colons, colons and dashes as boundaries between independent clauses.		
	Use the grammar I have learned.		