



# Wheldrake with Thorganby School

Working together to be the best we can be

## A Guide to End of Year Expectations in English

Year 5



# Wheldrake with Thorganby CE Aided School

Working together to be the best we can be

2014 National Curriculum

Upper KS2 - Year 5/6 Guided Reading Example Questions

**Reading Comprehension - Pupils should be taught to:**

Maintain positive attitudes to reading and understanding of what they read. I can...	<b>...continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b>
	Would you have chosen to read this book/play/poem yourself? If not, why not? Now you have read it, have you changed your mind?
	What genre of books does this belong to?
	How does the front cover show that this book is one in a series?
	What type of book is this? Is it like any others you have read?
	<b>...read books that are structured in different ways and read for a range of purposes</b>
	What does this section of text tell you about?
	When might someone choose to use this book?
	How is the story/information organised? Why do you think this order/these headings were chosen?
	Why are we reading this text? Does it inform/excite/engage you?
	<b>...increase their 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</b>
	Have you been in a similar situation to the character in this book?
	Why do you think this book is regarded as a 'classic'?
	Where/when is this story/poem set? Does this make a difference to how we read it?
	Which do you prefer; texts set in historical times or in modern times? Why?
	<b>...recommend books that they have read to their peers, giving reasons for their choices</b>
	Who is this book aimed at? Do you think it is successful for this audience?
	What made you choose this book?
	Who would you recommend this book to? Why?
	<b>...identify and discuss themes and conventions in and across a wide range of writing</b>
	What is the theme of this book? How does the author create a sense of loss/heroism ect.?
	Why does the author consistently use the first person in this diary/autobiography?
	How does the author use metaphor/simile/analogy?
	Can you make a list of features in this text type? Does the author use these features in the way you would expect?
<b>...make comparisons within and across books</b>	
How do these books deal with the same theme? Do the approaches of the authors differ?	
What can you say about the viewpoint of the authors?	
Have you read any other stories which handle time in this way e.g. flashbacks, dreams?	
<b>...learn a wider range of poetry by heart</b>	
Looking at the way the poem is organised, how does the form of the poem suit the content?	
Can you find examples of simile/metaphor/alliteration/personification in this poem?	
Which words or phrases particularly stick in your mind?	
<b>...prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience</b>	
Some parts of the poem are speech, some are narrative, how can you show the difference between these two features in the way you read aloud/perform?	
Can you describe the characters in the play using one word?	
Could you use this to help you perform their lines effectively?	

<b>Understanding what they read. I can...</b>	<b>...check that the book makes sense to them, discuss their understanding and explore the meaning of unfamiliar words in context</b>
	Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means?
	Does the structure of the book help you to understand the subject?
	Now that you have read ( <i>a section</i> ), do you understand why ( <i>a character</i> ) acted in the way they did?
	<b>...ask questions to improve their understanding</b>
	If you could ask the author a question about the text, what would you ask?
	Can you create a quiz about the text for the class?
	Is there a section of the text you don't understand? Could you ask a partner for their thoughts?
	<b>...draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</b>
	What do you think is going to happen to the main character and how will they feel about this?
	What makes you think this?
	Who would you like to meet in the story? Can you give reasons for your choice?
	Why did ( <i>a character</i> ) behave in this way? Knowing what you know now, what do you think they were hoping to achieve?
	<b>...predict what might happen from details stated and implied</b>
	Using the front cover, can you make a list of details about what you see? Who is on the cover?
	Where are they? What is in the background? How might these details give us clues about the content of the book?
	Based on what you know about ( <i>a character/event</i> ), how do you think the author will develop the story?
	Can you make a list of details to support your idea, using evidence from the text to say whether they are stated or implied?
	<b>...identify how language, structure and presentation contribute to meaning</b>
	Can you list words and phrases which show you how the speaker is feeling?
	Can you find a descriptive phrase and consider the effect it has on the reader? Which words create this effect?
	What does... mean? Could you use a more emotive word? What about a less emotive word? What effect would this have on the story?
	Do the events happen in time order? If not, why not?
	How is the information organised and presented? Why do you think this order/these headings were chosen?
<b>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</b>	
How does the title engage the reader?	
Give examples of words chosen by the author to describe ( <i>a character</i> )? Are they effective?	
What impression does the author want the reader to have of this character? How do you know?	
Does the author have a viewpoint on...? How does s/he show this?	
<b>Distinguish between statements of fact and opinion</b>	
Is it true/false that...?	
How does the author feel about this subject/the theme of this story? What makes you think that?	
Is the aim of the text to persuade or to inform? How do you know?	
Which words does the author use to signal that this is opinion, rather than fact?	
<b>Retrieve, record and present information from non-fiction texts</b>	
What specific information do you need to retrieve from this text?	
Where would you look for information on...?	
How could you use the contents/index/glossary to help?	
Using the information you have, can you plan a day at the museum/zoo/gallery suitable for ( <i>a consumer e.g. wheelchair user</i> )?	
Which is the best location to sit in to watch this play? How do you know?	
<b>Participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging view courteously</b>	
Can you choose a section of the text that you particularly liked?	
Discuss this with your partner; what do they think? Did they choose a different part? Why?	
<b>Distinguish between statements of fact and opinion</b>	
Can you research this topic/theme independently? How might you structure your research?	
How could you present your findings to the group?	
What sort of presentation techniques would keep your audience engaged?	
<b>Provide reasoned justifications for their views</b>	
Can you research this topic/theme independently? How might you structure your research?	
How could you present your findings to the group?	
Does your personal experience impact on your view about ( <i>a subject</i> )?	
Why might someone else's view differ from your own?	

## Reading Expectations

### Working Towards Y5 Objectives

I can:

- Apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways and for a range of purposes.
- Increase my familiarity with a wide range of age appropriate books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

### Working At Y5 Objectives

I can...

- Recommend books that I have read to my peers, giving reasons for my choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Learn a wider range of poetry by heart.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Identify how language, structure and presentation contribute to meaning.
- Show understanding by exploring the meaning of unfamiliar words in context.
- Show understanding by asking questions.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction texts.

## Working With Greater Depth Within Y5 Objectives

I can...

- Show understanding by drawing inferences such as inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence.
- Show understanding by predicting what might happen from details stated and implied.
- Show understanding by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Discuss and evaluate how author's use language, including figurative language, considering the impact on the reader.
- Participate in discussions about books that are read to me and those I can read for myself, building on my own and other's ideas and challenging views courteously.
- Explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

## Writing Expectations

### Spelling:

- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Spell most words correctly from y3/4 list
- Spell half of words correctly from y5/6 list

### Handwriting:

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

### Composition:

- Use paragraphs to organise ideas
- Use devices to build cohesion within and across paragraphs e.g. then, after that, this, firstly
- Use further organisational and presentational devices to structure text and guide the reader e.g. headings, bullet points, underlining
- Evaluate and edit work by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Evaluate and edit work by ensuring the consistent and correct use of tense throughout a piece of writing
- Evaluate and edit work by ensuring correct subject and verb agreement when using singular and plural
- Proofread for spelling and punctuation errors

### Grammar, Punctuation and Vocabulary:

- Use coordinating and subordinating conjunctions
- Use capital letters and full stops correctly
- Use exclamation marks and question marks correctly
- Use commas for lists correctly
- Use apostrophes for contractions correctly
- Use inverted commas for speech correctly
- Use different verb forms mostly accurately e.g. passive verbs to affect the presentation of information in a sentence and perfect form of verbs to mark relationships of time and cause
- Use adverbs and adverbials correctly to add detail, qualification and precision
- Use modal verbs to indicate degrees of possibility
- Use varied sentence types including simple, compound and complex sentences
- Begin to use brackets, dashes or commas to indicate parenthesis
- Use a colon to introduce a list
- Punctuate bullet points consistently
- Link ideas across paragraphs using adverbials of time, place and number or tense choices e.g. he had seen her before

### Working at greater depth within the expected standard:

- Use a wide range of clause structures, sometimes varying their position within the sentence
- Use relative clauses beginning with who, which, where, when, whose
- Use semi-colons, dashes, colons and hyphens correctly in writing
- Write narratives which describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
- Select verb forms for meaning and effect
- Begin to use commas to clarify meaning or avoid ambiguity in writing
- Use semicolons, colons or dashes to mark boundaries between independent clauses