

# Literacy Expectations – Year 5

Punctuation	Sentence Structure	Writing	Spoken Language	Reading	Spelling	Handwriting
Use commas to clarify meaning or avoid ambiguity in writing.	Use modal verbs or adverbs to indicate degrees of possibility	Use devices to build <b>cohesion</b> within a paragraph [for example, then, after that, this, firstly]	Listen and respond appropriately to adults and their peers.	A reading age of at least 11 ½ years.	A spelling age of at least 11 ½ years.	Use cursive script for teaching handwriting
Use brackets, dashes or commas to indicate parenthesis	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Ask relevant questions to extend their understanding and knowledge.	Reading book level/stage: 15-16	The statutory word lists - a mixture of words pupils use frequently or are often misspelt. Revision from Y3 and Y4	Practise correct formation of the four basic joins from Year 2.
Use a colon to introduce a list	Use range of sentence openers consistently.	Develop the viewpoint and pace in writing through use of direct and reported speech, portrayal of action and selection of detail.	Use relevant strategies to build their vocabulary.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Endings spelt – cious or –tious vicious, precious, conscious, delicious,	Use diagonal and horizontal strokes to join letters.
Punctuate bullet points consistently	Use - consistently - simple, compound and complex sentences within writing.	Reflect critically on own writing and use editing skills to improve it.	Articulate and justify answers, arguments and opinions.	Predict what might happen from details stated and implied	Endings spelt – cial and -tial artificial, partial,	Recognise, when adjacent to one another, which letters are best left unjoined.
			Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Words ending in –ant, –ance/–ancy,	Downstrokes are parallel and equidistant.
			Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Words ending in –ent, –ence/–ency	Lines of writing are spaced sufficiently so that ascenders and descenders do not touch.
			Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	Retrieve, record and present information from non-fiction	Words ending in –able and –ible	Choosing which shape of a letter
			Speak audibly and fluently with an increasing command of Standard English.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	Words ending in –ably and –ibly	
			Participate in discussions, presentations, performances, role play, improvisations and debates.		Adding suffixes	
			Gain, maintain and monitor the			

			<p>interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p> <p>*These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils.</p>	<p>Provide reasoned justifications for their views.</p>	<p>beginning with vowel letters to words ending in –fer The r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed.</p>	<p>to use when given choices and deciding whether to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>
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accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition  
conscience\*  
conscious\*  
controversy  
convenience  
correspond  
criticise (critic + ise)  
curiosity  
definite

desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip (–ped, –ment)  
especially  
exaggerate  
excellent  
existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate(ly)  
individual  
interfere  
interrupt  
language  
leisure  
lightning

marvellous  
mischievous  
muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme  
rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere(ly)

soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle

## Statutory Word List

### – Years 5 and 6

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.