Years 5 & 6 - English
Reading – Word Reading

5/6.RWR - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet					
Not Met	Shallow	Emerging	Developing	Deepening	Functional

Notes and guidance (non-statutory)

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.

Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.

When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Years 5 & 6 - English

Reading - Comprehension

Pupils should develop positive attitudes to reading and understanding of what they read by:

5/6.RC - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC - reading books that are structured in different ways and reading for a range of purposes

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC - increasing 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

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC - recommending books that they have read to their peers, giving reasons for their choices

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC - identifying and discussing themes and conventions in and across a wide range of writing

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC - making comparisons within and across books

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC - learning a wider range of poetry by heart

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC - preparing poems and plays to read aloud and to perform, showing

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC - understanding through intonation, tone and volume so that the meaning is clear to an audience

Not Met	Shallow	Emerging	Developing	Deepening	Functional

Pupils should be taught to understand what they read by:

5/6.RC - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC - asking questions to improve their understanding

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC - predicting what might happen from details stated and implied

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC – summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC – identifying how language, structure and presentation contribute to meaning

Not Met	Shallow	Emerging	Developing	Deepening	Functional

Pupils should be taught to

5/6.RC – discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC - distinguish between statements of fact and opinion

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC – retrieve, record and present information from non-fiction

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC – 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

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.RC – provide reasoned justifications for their views

Not Met	Shallow	Emerging	Developing	Deepening	Functional

Notes and guidance (non-statutory)

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.

Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.

They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.

Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.

In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.

The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this.

Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.

Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Years 5 & 6 - English

Writing - transcription

Spelling

5/6.WTS – use further prefixes and suffixes and understand the guidance for adding them

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WTS – spell some words with 'silent' letters [for example, knight, psalm, solemn]

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WTS – continue to distinguish between homophones and other words which are often confused

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WTS – use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WTS – use dictionaries to check the spelling and meaning of words

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WTS – use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WTS – use a thesaurus.

Not Met	Shallow	Emerging	Developing	Deepening	Functional

Notes and guidance (non-statutory)

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Years 5 & 6 - English

Writing - transcription

Handwriting

5/6.WTH – write legibly, fluently and with increasing speed by:

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WTH – choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WTH - choosing the writing implement that is best suited for a task.

Not Met	Shallow	Emerging	Developing	Deepening	Functional

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Years 5 & 6 - English

Writing - composition

Pupils should be taught to plan their writing by:

5/6.WC – identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WC – noting and developing initial ideas, drawing on reading and research where necessary

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WC – in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Not Met	Shallow	Emerging	Developing	Deepening	Functional

Pupils should be taught to draft and write by:

5/6.WC - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WC - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WC - précising longer passages

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WC - using a wide range of devices to build cohesion within and across paragraphs

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WC - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Not Met	Shallow	Emerging	Developing	Deepening	Functional

Pupils should be taught to evaluate and edit by;

5/6.WC – assessing the effectiveness of their own and others' writing

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WC - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WC - ensuring the consistent and correct use of tense throughout a piece of writing

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WC – ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register					
Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WC - proof-read for spelling and punctuation errors					
Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WC - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.					
Not Met	Shallow	Emerging	Developing	Deepening	Functional

Notes and guidance (non-statutory)

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Years 5 & 6 - English

Writing – vocabulary, grammar and punctuation

Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:

5/6.WVGP – recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WVGP – using passive verbs to affect the presentation of information in a sentence

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WVGP – using the perfect form of verbs to mark relationships of time and cause

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WVGP - using expanded noun phrases to convey complicated information concisely

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WVGP - using modal verbs or adverbs to indicate degrees of possibility

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WVGP - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WVGP - learning the grammar for years 5 and 6 in English Appendix 2

Not Met	Shallow	Emerging	Developing	Deepening	Functional

Pupils should be taught to indicate grammatical and other features by:

5/6.WVGP - using commas to clarify meaning or avoid ambiguity in writing

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WVGP - using hyphens to avoid ambiguity

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WVGP – using brackets, dashes or commas to indicate parenthesis

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WVGP - using semi-colons, colons or dashes to mark boundaries between independent clauses

Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WVGP - using a colon to introduce a list					
Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WVGP - punctuating bullet points consistently					
Not Met	Shallow	Emerging	Developing	Deepening	Functional

5/6.WVGP - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.					
Not Met	Shallow	Emerging	Developing	Deepening	Functional

Notes and guidance (non-statutory)

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.