

# Assessing Spoken Language Meeting Year 5 Objectives

## Year 5 Expectations: Spoken Language

- Engage the interest of the listener by varying their expression and vocabulary
- Adapt spoken language to the audience, purpose and context
- Explain the effect of using different language for different purposes
- Develop ideas and opinions with relevant detail
- Express ideas and opinions, justifying a point of view
- Show understanding of the main points, significant details and implied meanings in a discussion
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views
- Begin to use standard English in formal situations
- Begin to use hypothetical language to consider more than one possible outcome or solution
- Perform their own compositions, using appropriate intonation and volume so that meaning is clear
- Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone
- Understand and begin to select the appropriate register according to the context

# Assessing Reading Meeting Year 5 Objectives

## Year 5 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Re-read and read ahead to check for meaning

## Year 5 Expectations: Comprehension

- Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features
- Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are
- Identify significant ideas , events and characters and discuss their significance
- Learn poems by heart. For example, narrative verse, haiku
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action

# Assessing Reading

## Meeting Year 5 Objectives

### Year 5 Expectations: Comprehension

- Use meaning-seeking strategies to explore the meaning of words in context
- Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language
- Identify and comment on writer’s use of language for effect. For example, precisely chosen adjectives, similes and personification
- Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- Justify inferences with evidence from the text
- Make predictions from what has been read
- Summarise the main ideas drawn from a text
- Identify the effect of the context on a text. For example, historical or other cultures
- Identify how language, structure and presentation contribute to the meaning of a text

- Express a personal point of view about a text, giving reasons
- Make connections between other similar texts, prior knowledge and experience
- Compare different versions of texts and talk about their differences and similarities
- Listen to and build on others’ ideas and opinions about a text
- Present an oral overview or summary of a text
- Present the author’s viewpoint of a text
- Present a personal point of view based on what has been read
- Listen to others’ personal point of view
- Explain a personal point of view and give reasons
- Know the difference between fact and opinion
- Use knowledge of structure of text type to find key information
- Use text marking to identify key information in a text
- Make notes from text marking

# Assessing Writing

## Meeting Year 5 Objectives

### Year 5 Expectations: Transcription

- Form verbs with prefixes. For example, dis, de, mis, over and re
- Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify
- Understand the general rules for adding prefixes and suffixes above
- Spell some words with 'silent' letters, e.g. *knight*, *psalm*,  
• *Solemn*
- Distinguish between homophones and other words which are often confused
- Spell identified commonly misspelt words from Year 5 and 6 word list
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Use a range of spelling strategies
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters)

### Year 5 Expectations: Composition

- Know the audience for and purpose of the writing
- Use the features and structures of text types taught so far
- Use grammatical features and vocabulary appropriate for the text types taught so far
- Start sentences in different ways
- Use sentence starters to highlight the main idea
- Develop characters through action and dialogue
- Establish viewpoint as the writer through commenting on characters or events
- Show how grammar and vocabulary choices create impact on the reader
- Choose vocabulary to engage and impact on the reader
- Use stylistic devices to create effects in writing. For example – simile, metaphor, personification
- Add well-chosen detail to interest the reader
- Summarise a paragraph or event
- Organise writing into paragraphs to show different information or events

# Assessing Writing

## Meeting Year 5 Objectives

### Year 5 Expectations: Composition

- Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs
- Use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun
- Use commas to clarify meaning or avoid ambiguity in writing
- Use brackets, dashes or commas to indicate parenthesis

- Assess the effectiveness of their own and others' writing
- Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural
- Distinguish between the language of speech and writing
- Distinguish between the formal and informal spoken and written language
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear