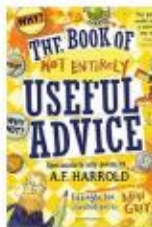
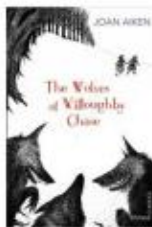
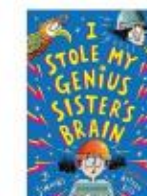
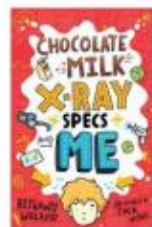
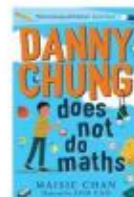
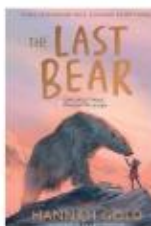


# Year 5 English Expectations

50 Recommended Reads for...

**Year 5**

(ages 9-10)



<https://www.booksfortopics.com/booksofthemonth>



[www.booksfortopics.com/year-5](https://www.booksfortopics.com/year-5)

For more primary school booklists, visit [booksfortopics.com](https://www.booksfortopics.com)

## Writing Expectations

### Spelling - (See National Curriculum for further guidance)

1. Convert nouns/adjectives into verb adding e.g. *-ate, -ise, -ify*
2. Use verb prefixes e.g. *dis-, de-, mis-, over-, re-*
3. Spell word with silent letters e.g. *knight, psalm, solemn*
4. Use a dictionary and thesaurus

### Handwriting

1. Write legibly and fluently with increasing speed.
2. Develop individual style choosing shapes of letters and appropriate joins.
3. Choose the writing implement best suited to task.

### Writing Composition

1. Use relative clauses beginning with relative pronouns : *who, which, when, where, whose, that*
2. Use adverbs and modal verbs to show degree of possibility e.g. *perhaps, surely, might, should, will, must*
3. Use devices to build cohesion across a paragraph e.g. *then, after that, this, firstly etc*
4. Link ideas across paragraphs using adverbials e.g. *Later, nearby, meanwhile etc*
5. Use brackets, dashes or commas to indicate parenthesis e.g. *The boy, who was only six, walked alone to school.*
6. Use commas after subordinate clauses at the beginning of the sentence. e.g. *As I poured hot water, I burned my hand.*
7. Plan and draft writing.
8. Edit/redraft and proof read writing.
9. Use a colon to introduce a list e.g. *At the shops he bought: apples, oranges and bananas.*

An **adverbial** is a word or phrase that is used, like an adverb, to describe or add more information to a verb or clause:

- - An adverbial of time shows when something happened (for example, 'later that day' or 'suddenly').
  - An adverbial of place shows where something happened (for example, 'at the farm' or 'across the city').
  - An adverbial of number gives the order in which things happened (for example, 'firstly' or 'next').

**Tense** refers to whether the action is happening in the past, present or future.

Your child will learn to use these features to link the paragraphs they write together, making their writing easy for the reader to follow. In a story, they might start a new paragraph with 'later that day,' to show that time has moved on in the story, or 'across the city' to show that the action has moved to another scene.

When writing instructions, words like 'firstly' and 'finally' can be used to help the reader follow them in the right order. Your child might also want to make use of changing the tense in different paragraphs (for example, telling a story in the present tense, but having a flashback that is told in the past tense).



A parenthesis is a new idea or thought inserted into a sentence that would make sense without it.

This might be done using brackets:

Mount Everest (*the highest mountain in the world*) is part of the Himalayas.

A pair of dashes:

Mount Everest – *the highest mountain in the world* – is part of the Himalayas.

Or commas:

Mount Everest, *the highest mountain in the world*, is part of the Himalayas.

Your child will use these different ways of inserting a new idea into their writing.

A text has **cohesion** if it is clear how the meanings of its parts fit together. A cohesive text will make sense and is easy for the reader to follow. To help their writing flow, your child will be taught to use cohesive devices. Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion. Some examples of cohesive devices are:

- 
- **Determiners** indicate if a noun is known or unknown, and they help us show which particular thing we are talking about. Some examples of determiners are: *the, a/an, this, those, my, your, some, and every*. Choosing the right determiner helps us to show exactly what we mean: 'some spiders are venomous' is very different to 'that spider is venomous', especially if the spider happens to be in your bathroom.
- **Pronouns** are used in place of a noun that has already been mentioned. They avoid unnecessary repetition. For example, 'Liz was hungry so *she* made a sandwich'.
- **Conjunctions** are words that link two words or phrases together, such as *but, and, or because*. A conjunction might be used to express time (for example, 'I went to play football *after* I'd finished dinner') or cause ('I asked him to move so I could see the sign').
- **Adverbs** are words that describe or give more detail about a verb (for example, 'kindly'). An adverb might express time (for example, 'I'll do my homework *later*'), place ('the car pulled up *outside*'), or cause ('Lucy walked *quickly* to her seat').
- **Adverbials** are words or phrases used, like adverbs, to describe or add more information to a verb or clause. Adverbs are often used as adverbials, (for example, 'he walked *slowly*') but many other types of words and phrases can be used this way, including preposition phrases ('the day after tomorrow') and subordinate clauses ('when we've finished').
- **Ellipsis** is where a word or phrase can be left out because it is expected and predictable. We might write '*I wanted the red jumper, not the blue one*' rather than '*I wanted the red jumper, because I did not want the blue one*'. Some of the words are left out without changing the meaning of sentence.

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

In Years 5 and 6, the following spelling rules and patterns will be taught:

- Words ending -cious and -tious such as 'delicious' and 'superstitious'
- Words ending -cial and -tial such as 'special' and 'partial'
- Words ending -ant, -ance and -ancy such as 'hesitant', 'hesitance' and 'hesitancy'
- Words ending -ent, -ence and -ency such as 'patient', 'patience' and 'frequency'
- Words ending -able / -ably and -ible / -ibly such as 'comfortable' / 'comfortably' and 'horrible' / 'horribly'
- Adding -ing / -ed to words ending -fer, for example: 'prefer', 'preferring' and 'preferred'
- Use of the hyphen, for example: 'co-ordinate', 're-enter'
- Words containing ie / ei, for example: 'piece' and 'ceiling'
- Words containing ough and looking at the different sounds this grapheme makes in different words, for example: 'enough', 'through', 'although', 'plough'
- Silent letters in words such as 'doubt', 'thistle' and 'knight'
- Homophones (words which sound the same but are spelled differently) for example: 'principle' and 'principal'