



MINISTERIO DE EDUCACIÓN Y FORMACIÓN PROFESIONAL



Growing together to achieve international success

Year 5 assessment criteria

YEAR 5	COMPREHENSION	COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION	SPELLINGS	CLASS READER	BRITISH VALUES
TERM 1 SEP -DEC	<p>Fiction; -A clever way to catch a thief</p> <p>-I go chicken dippy</p> <p>-Robinson Crusoe (classic)</p> <p>-Non-fiction (news) Cubs and Brownies</p> <p>-Poetry; The shark</p>	<p>-Story writing-Using similes, metaphors and personification to improve description.; <i>Sights, sounds, smells</i></p> <p>-Story writing- Show and not say! <i>Improve description by focusing on detail and create an image in the reader's mind.</i></p> <p>-Poetry- patters and rhythm. <i>Include limericks and free verse poetry</i></p> <p>-Writing narrative poems- <i>Include Revolting Rhymes</i></p>	<p>-Expanded noun phrases</p> <p>-Conjunctions</p> <p>-Changing nouns and adjectives into verbs</p> <p>-Verb and adjective: Prefixes and suffixes</p> <p>-Formal and informal language</p> <p>-Adverbs and modal verbs showing possibilities</p> <p>-Fronted adverbials; clauses and phrases</p> <p>-Linking words in paragraphs</p> <p>-Negative sentences</p>	<p>-Suffixes; <i>Cious and tious</i> <i>Cial and tial</i> <i>Ant ance ancy</i> <i>Ent ence ency</i> <i>Able ible ably ibly</i></p> <p>-Adding suffixes to words ending in -fer</p> <p>-Hyphens and prefixes</p> <p>-ee sound as ei after c</p> <p>-ough words</p> <p>-silent letter words</p> <p>-homophones and near homophones - 3-5 weeks</p>	<p><i>There's a boy in the girls' bathroom.</i></p> <p>Comprehension test based on final chapters AND/OR <i>including chapter tasks-</i> 1. Vocabulary 2. Multiple choice comprehension quiz 3. Critical thinking</p>	<p>DEMOCRACY</p> <p>-Watch PowerPoint and video to explain terms. Take quiz <i>Improve understanding of democracy</i></p> <p>-Hold mock election <i>Improve knowledge of voting</i></p> <p>-Examine differences between democracy and dictatorship <i>Use cards-scenarios and examples to emphasise differences</i></p>
TERM 2 JAN-APRIL	<p>-Poetry Colonel Fazackerley</p> <p>-Non-fiction(letter) Noisy neighbour</p> <p>-Fiction classic: The Borrowers</p> <p>-Playscript; The lost gardens</p> <p>-Poetry; A smuggler's song</p>	<p>-Persuasive writing- Encouraging others to like/dislike something. <i>-Poster</i> <i>-News article</i> <i>-Letter</i></p> <p>-Journalistic writing- Balanced report on sugar and recycling.</p> <p>-Story writing- Different character <i>perspectives</i> -Focusing on <i>dialogue</i> and synonyms for 'said'</p> <p>-Greek myths- Reading famous examples.</p>	<p>-Using commas for clearer meaning</p> <p>-Parenthesis; Hyphens, brackets and dashes</p> <p>-Singular and plural nouns</p> <p>-Apostrophes, S; plural or possession</p> <p>-Standard and non-standard English</p> <p>-Verbs; perfect form</p> <p>-Colons to introduce lists</p> <p>-Punctuating bulleted lists</p> <p>-Giving clear reasons; cause and effect</p> <p>-Using questions and changing statements into questions</p>	<p>-Unstressed vowels</p> <p>-Words ending; er, ar, or and re</p> <p>-Words ending; ary, ory, ery</p> <p>-Words ending; tion, cian, sion and ssion</p> <p>-Tricky words</p> <p>-Topic words; geography</p> <p>-Soft c words</p> <p>-Patterns; ci, cu, cc</p>	<p><i>Kensuke's Kingdom</i></p> <p><i>Write a story using ideas from the book-Your character is stranded on an island and has to survive</i></p>	<p>RULE OF LAW (SOME ELEMENTS OF PARLIAMENT)</p> <p>-Watch PowerPoint and video to explain terms. Take quiz <i>Improve understanding of law.</i></p> <p>-Discuss how laws and rules are similar and different. <i>Use venn diagram</i></p> <p>-Explain and argue a change you would like to make. <i>Improve understanding of how a law is passed</i></p>

		Creating a 'HERO' story				
TERM 3 MAY- JULY	-Poetry; From a railway carriage -Non-fiction; Instruction Non-fiction- Historical The Trojan War Fiction-legend Shen Nung Non-fiction-Biography -Barack Obama	<u>CONTINUE</u> -Greek myths- Reading famous examples. Creating a 'HERO' story -Writing for different audiences; <i>Alter vocabulary Summarising story</i> -Altering vocabulary in writing- <i>depending on time of day and setting</i>	-Using questions and changing statements into questions -Word families and classes -Punctuating indirect speech and changing to direct speech -Auxiliary verbs -Subordinate/Main clauses when extending sentences -Punctuating direct speech -Pronouns - relative, possessive, personal -Relative clauses	-Soft g words -Silent letter -Endings with ti and tu -Words ending; e, y an doubling last letters -Root words; Word structures Word families Word histories -Common confusions	<i>The Midnight Fox</i> Comprehension test based on final chapters AND/OR <i>including chapter tasks-</i> 1. Vocabulary 2. Multiple choice comprehension quiz 3. Critical thinking	LIBERTY AND TOLERANCE OF FREEDOM AND BELIEFS -Watch PowerPoint and video to explain terms. Take quiz <i>Improve understanding of freedom and religion</i> -Examine censorship- <i>Compare to China</i> -Discuss how religions are similar and different. <i>Use venn diagram Links to intolerance</i>

Speaking and listening

- En5/1a listen and respond appropriately to adults and their peers
- En5/1b ask relevant questions to extend their understanding and knowledge
- En5/1c use relevant strategies to build their vocabulary

- En5/1d articulate and justify answers, arguments and opinions
- En5/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En5/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En5/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En5/1h speak audibly and fluently with an increasing command of Standard English
- En5/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En5/1j gain, maintain and monitor the interest of the listener(s)
- En5/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- En5/1l select and use appropriate registers for effective communication

Reading

Word Reading

En5/2.1a apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Year 3 and 4, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- En5/2.2a maintain positive attitudes to reading and an understanding of what they read by:
- i. continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - ii. reading books that are structured in different ways and reading for a range of purposes
 - iii. 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
 - iv. recommending books that they have read to their peers, giving reasons for their choices
 - v. identifying and discussing themes and conventions in and across a wide range of writing
 - vi. making comparisons within and across books
 - vii. learning a wider range of poetry by heart
 - viii. preparing 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
- En5/2.2b understand what they read by
- i. checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - ii. asking questions to improve their understanding
 - iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - iv. predicting what might happen from details stated and implied
 - v. summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - vi. identifying how language, structure and presentation contribute to meaning
- En5/2.2c discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- En5/2.2d distinguish between statements of fact and opinion
- En5/2.2e retrieve, record and present information from non-fiction
- En5/2.2f 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

- En5/2.2g 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
- En5/2.2h provide reasoned justifications for their views.

Writing

Spelling

- En5/3.1a use further prefixes and suffixes and understand the guidance for adding them
- En5/3.1b [spell some words with 'silent' letters](#)
- En5/3.1c continue to distinguish between homophones and other words which are often confused
- En5/3.1d use knowledge of morphology and etymology in spelling and understand that the spelling of words from Year 3/4,
- En5/3.1e use dictionaries to check the spelling and meaning of words
- En5/3.1f use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- En5/3.1g use a thesaurus

Handwriting and Presentation

Pupils should be taught to write legibly, fluently and with increasing speed by:

- En5/3.2a choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- En5/3.2b choosing the writing implement that is best suited for a task

Composition

- En5/3.3a Plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- En5/3.3b Draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - precising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - [using further organisational and presentational devices to structure text and to guide the reader](#)
- En5/3.3c Evaluate and edit by:
- assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- En5/3.3d proofread for spelling and punctuation errors
- En5/3.3e perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, grammar & punctuation

- En5/3.4a develop their understanding of the concepts set out in [Year 3](#) and 4 by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
 - learning the grammar for years 3 and 4.
- En5/3.4b indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semicolons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- En5/3.4c use and understand the grammatical terminology from Year 3 and 4, accurately and appropriately in discussing their writing and reading.

ASSESSMENT TOOLS

READING AND WRITING	ORAL AND LISTENING
<p>Various classroom tasks.</p> <p>Varying activities to evaluate each student (textbook/ photocopiable worksheets/ written tests).</p> <p>Group work</p> <p>Interactive ICT activities.</p> <p>Collins workbooks.</p>	<p>Individual and collective questions</p> <p>Dialogue</p> <p>Oral presentations</p> <p>Oral test</p>

METHODOLOGY

- Communicative and active methodology
- class participation
- demonstration

EVALUATION CRITERIA

Reading skills 25%

Oral skills 25 %

Writing skills 25 %

Listening skills 25%