



## Year 5 assessment criteria

YEAR 5	COMPREHENSION	COMPOSITION	VOCABULARY, GRAMMAR AND PUNCTUATION	SPELLINGS	TOPICS	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; Stars with flaming tails</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>The Midnight Fox</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>Aladdin Read and perform Aladdin. Critique Aladdin performance at the Lyric Theatre.</p> <p>Persuasive Writing School uniform</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. Creating a 'HERO' story</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>There's a boy in the girls' bathroom.</i></p> <p><i>Comprehension test based on final chapters</i> AND/OR <i>including chapter tasks-</i> 1. Vocabulary 2. Multiple choice comprehension quiz 3. Critical thinking</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>
TERM 3 MAY- JULY	<p>-Poetry; From a railway carriage</p> <p>-Non-fiction; Instruction</p> <p>Non-fiction- Historical The Trojan War</p>	<p><u>CONTINUE</u></p> <p>-Greek myths- Reading famous examples. Creating a 'HERO' story</p>	<p>-Using questions and changing statements into questions</p> <p>-Word families and classes</p> <p>-Punctuating indirect speech and changing to direct speech</p>	<p>-Soft g words</p> <p>-Silent letter</p> <p>-Endings with ti and tu</p> <p>-Words ending; e, y an doubling last letters</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>LIBERTY AND TOLERANCE OF FREEDOM AND BELIEFS</p> <p>-Watch PowerPoint and video to explain terms. Take quiz</p>

	Fiction-legend Shen Nung	-Writing for different audiences; <i>Alter vocabulary</i> <i>Summarising story</i>	-Auxiliary verbs  -Subordinate/Main clauses when extending sentences  -Punctuating direct speech	-Root words; Word structures Word families Word histories  -Common confusions		<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</i> <i>Links to intolerance</i>
	Non-fiction- Biography-Barack Obama	-Altering vocabulary in writing- <i>depending on time of day and setting</i>	-Pronouns - relative, possessive, personal  -Relative clauses			

## **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:  
 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  
 reading books that are structured in different ways and reading for a range of purposes  
 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  
 recommending books that they have read to their peers, giving reasons for their choices  
 identifying and discussing themes and conventions in and across a wide range of writing  
 making comparisons within and across books  
 learning a wider range of poetry by heart  
 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  
 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  
 asking questions to improve their understanding  
 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  
 predicting what might happen from details stated and implied  
 summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas  
 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
- revising 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
- earning 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
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<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>
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**METHODOLOGY**

- Communicative and active methodology
- class participation
- demonstration

**EVALUATION CRITERIA**

Reading skills 25%

Oral skills 25 %

Writing skills 25 %

Listening skills 25%