



## English Assessment Framework: Year 5



On track to be expected for Year 5 ARE	Autumn	Spring	Summer	GDS extra challenge
Composition (Non-Fiction)	<ul style="list-style-type: none"> <li>Builds paragraphs around topics with or without subheadings</li> <li>Select words for effect including appropriate topic words</li> <li>Use own reading and models to support organisation of NF writing</li> </ul>	<ul style="list-style-type: none"> <li>Links ideas across paragraphs using cohesion e.g. adverbials – secondly, similarly, however</li> <li>Selects appropriate layout for diary, letters, reports and work in science</li> </ul>	<ul style="list-style-type: none"> <li>Builds cohesion within and across paragraphs with use of pronouns, conjunctions and adverbs</li> <li>Can begin to use a more formal style of writing</li> <li>Makes effective editing changes</li> </ul>	<ul style="list-style-type: none"> <li>Draw on independent reading for models and ideas.</li> </ul>
Composition (Fiction)	<ul style="list-style-type: none"> <li>Builds paragraphs around changes in time and place</li> <li>Develop settings by selecting descriptive words for effect including similes and metaphors</li> <li>Develop characters through vocabulary and dialogue</li> <li>Uses own reading, what is listened to and what is modelled to support development of character, setting and atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>Links ideas across paragraphs using cohesion e.g. adverbials – later, meanwhile, nearby</li> <li>Uses own reading, what is listened to and what is modelled to support development of character, setting and atmosphere</li> <li>Edits own work to improve writing</li> </ul>	<ul style="list-style-type: none"> <li>Builds cohesion within and across paragraphs with use of pronouns, conjunctions and adverbs</li> <li>Uses dialogue to develop characters</li> <li>Uses description including figurative language to develop setting</li> <li>Makes effective editing changes</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between the language of speech and writing.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Use apostrophes for singular &amp; plural possession mostly independently</li> <li>Punctuate direct speech with few errors</li> <li>Use ! and ? to mark exclamations and questions</li> <li>Mark sentences with capital letters and full stops consistently and use capital letters for proper nouns</li> <li>Use commas to mark fronted adverbials including fronted subordinate clauses</li> </ul>	<ul style="list-style-type: none"> <li>Can use brackets to indicate additional information</li> <li>Can use commas to mark relative clauses when a relative pronoun is used</li> <li>Uses commas to clarify meaning building on understanding of FA, SC and RC</li> </ul>	<ul style="list-style-type: none"> <li>Can use dashes to add comments or asides</li> <li>Chooses brackets, dashes or commas to mark parenthesis</li> <li>Uses commas to clarify meaning building on understanding of FA, SC and RC</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of punctuation including colons correctly.</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>Understand and use subordinate clauses and recognise subordinating conjunctions</li> <li>Understand fronted adverbials and use FA of time, place, reason and manner</li> <li>Recognise determiners and nouns in a noun phrase</li> <li>Expand noun phrases with adjectives and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>Can use modal verbs to persuade and predict</li> <li>Can use adverbs of possibility</li> <li>Understands and uses relative clauses</li> <li>Uses and understands FA, SC, ENP</li> <li>Can differentiate between present perfect and simple tense</li> </ul>	<ul style="list-style-type: none"> <li>Can use modal verbs to persuade and predict</li> <li>Can use adverbs of possibility</li> <li>Understands and uses relative clauses</li> <li>Uses and understands FA, SC, ENP</li> </ul>	<ul style="list-style-type: none"> <li>Exercise assured control over levels of formality, particularly through manipulating grammar.</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>Use a thesaurus to help with word choices</li> <li>Spell most Y3/4 words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Joins handwriting legibly</li> <li>Use a thesaurus to help with word choices</li> <li>Makes choices over presentation in different writing opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Joins handwriting legibly</li> <li>Chooses what standard of writing is appropriate e.g. for notes, presentation, labelling</li> </ul>	



## English Long-Term Plan: Year 5 Cycle A



	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Rich Texts	<ul style="list-style-type: none"> <li>• Letters from the Lighthouse</li> <li>• Skellig</li> </ul>	<ul style="list-style-type: none"> <li>• Oranges in No Man's Land</li> <li>• Street Child</li> </ul>	<ul style="list-style-type: none"> <li>• Holes</li> <li>• Wonder</li> </ul>
Fiction Writing	<ul style="list-style-type: none"> <li>• Description</li> <li>• Narrative</li> <li>• Spooky Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Description</li> <li>• Narrative</li> <li>• Poetry – Senryus</li> </ul>	<ul style="list-style-type: none"> <li>• Description</li> <li>• Narrative</li> <li>• Poetry – Renga</li> </ul>
Non-Fiction Writing	<ul style="list-style-type: none"> <li>• Newspaper</li> <li>• Persuasive Advert/Leaflet</li> <li>• Recount</li> </ul>	<ul style="list-style-type: none"> <li>• Information Text</li> <li>• Persuasive Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced Argument</li> <li>• Persuasive Speech</li> <li>• Explanation</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• apostrophes for singular &amp; plural</li> <li>• Parenthesis</li> <li>• Commas to mark FA and SC</li> <li>• direct speech</li> <li>• . , ? "a" !</li> </ul>	<ul style="list-style-type: none"> <li>• Brackets for additional information</li> <li>• Commas to mark relative clauses</li> <li>• Apostrophe for contraction – focus on its and it's.</li> </ul>	<ul style="list-style-type: none"> <li>• Dashes for parenthesis</li> <li>• Develop character through dialogue</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Revise subordinate clauses</li> <li>• Revise fronted adverbials</li> <li>• Revise expanded noun phrases</li> <li>• Teach relative clauses and pronouns</li> <li>• Modal verbs to indicate degrees of possibility</li> <li>• Adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>• Modal verbs to indicate degrees of possibility</li> <li>• Adverbs to indicate degrees of possibility</li> <li>• Common, proper, abstract nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Use adverbs, conjunctions and pronouns to build cohesion</li> <li>• Articles, quantifiers, demonstrative, possessive determiners</li> </ul>