



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



English Long-Term Plan: Year 5 Cycle B



	Autumn	Spring	Summer
Rich Texts	<ul style="list-style-type: none"> • The Nowhere Emporium • Rooftoppers 	<ul style="list-style-type: none"> • Room 13 • Pig Heart Boy 	<ul style="list-style-type: none"> • The Boy at the Back of the Class • Can You See Me?
Fiction Writing	<ul style="list-style-type: none"> • Description • Narrative • Spooky Writing 	<ul style="list-style-type: none"> • Description • Narrative • Poetry – Iambic Pentameter 	<ul style="list-style-type: none"> • Description • Narrative • Poetry – Ottava Rima
Non-Fiction Writing	<ul style="list-style-type: none"> • Newspaper • Persuasive Advert • Recount 	<ul style="list-style-type: none"> • Information Text • Persuasive Letter 	<ul style="list-style-type: none"> • Balanced Argument • Persuasive Speech • Explanation
Punctuation	<ul style="list-style-type: none"> • apostrophes for singular & plural • Parenthesis • Commas to mark FA and SC • direct speech • . , ? "a" ! 	<ul style="list-style-type: none"> • Brackets for additional information • Commas to mark relative clauses • Apostrophe for contraction – focus on its and it's. 	<ul style="list-style-type: none"> • Dashes for parenthesis • Develop character through dialogue
Grammar	<ul style="list-style-type: none"> • Revise subordinate clauses • Revise fronted adverbials • Revise expanded noun phrases • Teach relative clauses and pronouns • Modal verbs to indicate degrees of possibility • Adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • Modal verbs to indicate degrees of possibility • Adverbs to indicate degrees of possibility • Common, proper, abstract nouns 	<ul style="list-style-type: none"> • Use adverbs, conjunctions and pronouns to build cohesion • Articles, quantifiers, demonstrative, possessive determiners