



Reading	
Reading for pleasure/decoding	<ul style="list-style-type: none"> Read an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. Read books that are structured in different ways and reading for a range of purposes. Increase familiarity with a wide range of books including books from other cultures and traditions. Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and perform showing understanding through intonation, volume and tone. Recommend books they have read to their peer, giving reasons for their choices. Explain and discuss their understanding of what they have read, including formal presentations and debates. Apply their growing knowledge of root words, prefixes and suffixes to understand unknown words.
Deduce and infer	<ul style="list-style-type: none"> Draw inferences and justify inferences with evidence from the text. Predict what might happen from details stated and implied. Provide reasoned justifications for their views. Distinguish between statements of fact and opinion. Summarise the main idea from more than one paragraph, identifying key details. Ask questions to improve their understanding. Retrieve, record and present information from non-fiction. Talk confidently about the purpose of the text and the specific intentions of the author
Language for Effect	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. Discuss the effect of imagery on the reader.
Themes	<ul style="list-style-type: none"> Make comparisons within and across books. Participate in discussions about books, building on their own and others ideas and challenging views courteously. Identify and discuss themes and conventions in and across a wide range of texts.

Writing	
Transcription	<ul style="list-style-type: none"> Meet Yr 5 spelling expectations (see appendix A) Can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Can select from a wide range of known imaginative and ambitious vocabulary and use precisely. Can write legibly and fluently with increasing speed.
Sentence	<ul style="list-style-type: none"> Identify and use the passive voice Can usually use relative clauses beginning with who, which, where, when, whose, that or with or with an omitted pronoun. Can usually indicate degrees of possibility using adverbs (perhaps) or modal verbs (might) Can often use formal and informal speech accurately in independent writing Can usually use expanded noun phrases to convey complicated information concisely.
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Can use commas, brackets or dashes to clarify meaning or avoid ambiguity. Can use colons before a list (e.g. of ingredients in baking) or before speech.
Composition	<ul style="list-style-type: none"> Can often use my own knowledge to plan, draft, write and edit my own composition. Can usually use a wide range of devices to build cohesion within and across paragraphs. Choose an appropriate tone for my writing (formal or informal) Can perform my own compositions.

Spelling	
Endings which sound like Spelt -cious or -tious / əs/	<i>vicious, precious, conscious, delicious, malicious, delectious, ambitious, cautious, fictitious, infectious, nutritious</i>
Endings which sound like	<i>official, special, artificial, partial, confidential, essential</i>
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	<i>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, toleration (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence</i>
Words ending in -able and -ible Words ending in -ably and -ibly	<i>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</i>
Adding suffixes beginning with vowel letters to words ending in -fer	<i>referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</i>
Use of the hyphen	<i>co-ordinate, re-enter, co-operate, co-own</i>
Words with the /i:/ sound spelt ei after c	<i>deceive, conceive, receive, perceive, ceiling</i>
Words containing the letter-string ough	<i>ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough thorough, borough plough, bough</i>
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<i>doubt, island, lamb, solemn, thistle, knight</i>

Homophones and other words that are often confused	<p><i>advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)</i></p>
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Word List		
accommodate	identity	immediate(ly)
accompany	immediate	individual
according	interfere	interrupt
achieve	interrupt	language
aggressive	language	leisure
amateur	leisure	lightning
apparent	lightning	marvellous
appreciate	marvellous	mischievous
attached	mischievous	muscle
available	muscle	necessary
average	necessary	neighbour
awkward	neighbour	nuisance
bargain	nuisance	occupy
bruise	occupy	occur
category	occur	opportunity
cemetery	opportunity	parliament
committee	parliament	persuade
communicate	persuade	physical
community	physical	prejudice
competition	prejudice	privilege
conscience*	privilege	profession
conscious*	profession	programme
controversy	programme	pronunciation
convenience	pronunciation	queue
correspond	queue	recognise
criticise (critic + ise)	recognise	recommend
curiosity	recommend	relevant
definite	relevant	restaurant
desperate	restaurant	rhyme
determined	rhyme	rhythm
develop	rhythm	sacrifice
dictionary	sacrifice	secretary
disastrous	secretary	shoulder
embarrass	shoulder	signature
environment	signature	sincere(ly)
equip (-ped, -ment)	sincere(ly)	soldier
especially	soldier	stomach
exaggerate	stomach	sufficient
excellent	sufficient	suggest
existence	suggest	symbol
explanation	symbol	system
familiar	system	temperature
foreign	temperature	through
forty	through	twelfth
frequently	twelfth	variety
government	variety	vegetable
guarantee	vegetable	vehicle
harass	vehicle	yacht
hindrance	yacht	