

English Objectives Years 5 and 6

These are end of year objectives – in other words, what the majority of children will have achieved by the end of the academic year. However, we recognise that some children will not achieve these, depending on their individual needs and support them to make progress against their individual objectives.

Spoken Language:

By the end of Year 5, children should

- engage the listener by varying expression and vocabulary.
- adapt spoken language depending on the audience, the purpose or the context.
- develop ideas and opinions, providing relevant detail.
- express a point of view.
- understand the main points, including implied meanings in a discussion.
- listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.
- use Standard English in formal situations.
- begin to use hypothetical language to consider more than one possible outcome or solution.
- perform own compositions, using appropriate intonation and volume so that meaning is clear.
- perform poems and plays from memory, making careful choices about how ideas are conveyed. I adapt my expression and tone.
- begin to select the appropriate register according to the context.

By the end of Year 6, children should:

- talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- ask questions to develop ideas and take account of others' views.
- explain ideas and opinions giving reasons and evidence.
- take an active part in discussions and take on different roles.
- listen to, and consider the opinions of, others in discussions.
- make contributions to discussions, evaluating others' ideas and respond to them.
- sustain and argue a point of view in a debate, using the formal language of persuasion.
- express possibilities using hypothetical and speculative language.
- engage listeners through choosing appropriate vocabulary and register that it is matched to the context.
- perform own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.
- perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

Years 5 and 6

Reading: this covers word reading and comprehension.

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Comprehension

- maintain positive attitudes to reading and 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
- 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 one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- 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
- 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
- provide reasoned justifications for their views.

Writing -transcription

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]

- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Handwriting

- write legibly, fluently and with increasing speed by:
choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
choosing the writing implement that is best suited for a task

Writing -composition

- 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
- 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 [for example, headings, bullet points, underlining]
- 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
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, grammar and punctuation

- 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 (i.e. omitted) relative pronoun
learning the grammar for years 5 and 6

- 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 semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.