



LOCKERS PARK SCHOOL

YEAR 5

KEY OBJECTIVES

Our curriculum includes, but is not limited to, the following key objectives. These will be worked on throughout the year and will be the focus of direct teaching. If you wish to provide further support at home, then these objectives should be your focus.

If you have any queries regarding the content of this document or want support in knowing how best to help your child, then do please contact your child's teacher.

English – writing

- Can write increasingly legibly, and fluently.
- Can use brackets, dashes or commas to indicate parenthesis.
- Can use commas to clarify meaning or avoid ambiguity.
- Can use all apostrophes correctly.
- Beginning to use semi-colon, colon or dash to mark grammatical boundaries.
- Can spell some words with silent letters e.g. knight, psalm, solemn.
- Can spell common homophones and near homophones spelt correctly.
- Can spell word endings which sound like 'shush' spelt –cious or –tious, e.g. vicious, delicious
- Can spell words containing the letter string 'ough' e.g. bought, rough, through
- Can use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- Can indicate degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [for example, might, should]
- Can use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- Can link ideas across paragraphs using adverbials of time [e.g. later], place [for e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before]
- Can make precise and effective use of expanded noun phrases and through considered use of adverbials
- Can use of a range of conjunctions and adverbs that are carefully chosen dependent on text type and genre
- Can write direct and reported speech within writing (direct speech correctly punctuated with varied speech verbs).
- Work is organised and structured correctly dependent on the text type organisational features.
- Can demonstrate a careful balance between narrative and dialogue in fiction writing.
- Paragraphs specifically planned and used to indicate a change in time, character and setting.
- Very effective proof reading for spelling and grammatical errors.
- Can use different ways of ordering and organising work (captions, headings, different fonts, bullet points)



English – reading

- Reads aloud with pace, fluency and expression, taking punctuation and author's intent into account.
- Reads taking into account sophisticated punctuation (... ; : -() and ' for contraction and possession and " " for direct speech). -Reads all Y4 / 5 high frequency words.
- Work out how to pronounce unfamiliar written words with increasing confidence.
- Refers to the text to support opinions and elaborate
- Retrieves and collates key ideas and information from a range of sources.
- Skims and scans texts to find information
- Summarising and paraphrasing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Distinguish between statements of fact and opinion
- Talks with friends about books and listens to others, in order to share book recommendations and widen understanding of the world.
- Can discuss how figurative language creates images.
- Can discuss the impact of individual words and phrases on the reader.
- Compares and talks about the structures and features of a range of non-fiction texts.
- Discusses messages, moods, feelings and attitudes using the clues from the text using inference and deduction skills
- Discusses how an author builds a character through dialogue, action, description.
- Identifies relationships between characters, explaining the effects this has on the reader.
- Infers and deduces meaning based on evidence drawn from different points in the text.
- Works out the meaning of unknown words from the way they are used in context
- Predicting what might happen from the details stated and implied.