

Parent and Carer Information: Year 5 English

This guide can help you to track the progress of your year 5 child as they develop through the subject of English. In year 5, children learn the key skills that form the basis of their English education, including reading, writing and spelling. Practising these skills at home can be a great way to boost your child's confidence and complement what they learn in the classroom. This guide outlines how you, as parents and carers, can best support your child's year 5 English journey, with an easy-to-follow flowchart of what they will learn and clear goals for you to work on together.

Click on each topic to head to the relevant category on the Twinkl website to find super resources to support your child.

Book Structures

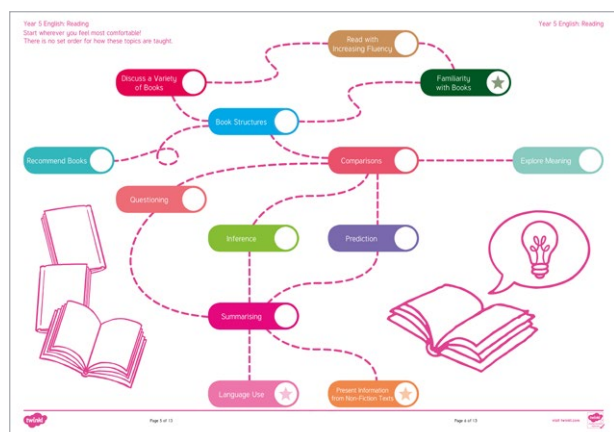
Book Structures

Alternatively, you can follow the web url www.twinkl.co.uk/resources/parents to get to the Twinkl Parents Hub.

We have also included handy tick boxes, so you can easily check off when you have covered each topic, and you can keep on track with your child's studies. You can also use the 'traffic light' system to record your child's confidence, and how they feel about the topic you have covered together.

Stick the other pages together to create a display poster for both you and your child to fill in. Complete with handy tick boxes, this chart is ideal for helping to support your child's studies from home.

- I feel unsure about this.
- I feel okay about this.
- I feel confident about this!



We hope you find the information on our website and resources useful. The contents of this resource are for general, informational purposes only. This guide is intended to offer parents general guidance on what subject areas tend to be covered in their child's year group and where they could support their children at home. However, please be aware that every child is different and information can quickly become out of date. There are some subject areas that we have intentionally not covered due to the nature of how they are taught or because a trained professional needs to teach these areas. We try to ensure that the information in our resources is correct but every school teaches the national curriculum in its own way. If you would like further guidance or are unsure in any way, we recommend that you speak to your child's teacher or another suitably qualified professional.

Read with Increasing Fluency



Your child can read with increasing speed and fluency. They understand how to use their voice to make the text they are reading more interesting, for example, using tone of voice, pauses and volume as a control for meaning.

Discuss a Variety of Books



Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.

Familiarity with Books



Your child can recall and identify the names and themes of a wider range of books. They can recall and recount some myths, legends, traditional stories, modern fiction, fiction with heritage and stories from other cultures.

Book Structures



Your child can read books structured in different ways. This can include stories told through the use of flashbacks and time changes, non-fiction books written out of time sequence and using structural features like subheadings and bullet points or poems written using rhyming couplets, shapes and syllable patterns.

Recommend Books



Your child can recommend books to a friend. They can explain what they like about the book and describe why their friend may find the book interesting. They are able to use evidence from the book to support their reasoning.

Comparisons



Your child can make comparisons between books in a series and books with a similar theme. They can identify books that are part of a series or that have a similar theme, then compare the similarities and differences between them.

Explore Meaning



Your child can explore the meaning of new and known words, within the context of a book. They can use knowledge of root words and suffixes and prefixes to work out the meaning of new words. They can then discuss the use of these words, explaining why they think the author made these word choices.

Questioning



Your child can ask sensible questions about a text to increase their understanding. They demonstrate an enthusiasm for reading by wanting to find out more and ask questions to elicit more information.

Inference



Your child can draw inferences from a text. For example, they can decide how a character is feeling based on information they are given, without directly being told that a character is feeling a certain way. They can give detailed reasons for their inferences, using the text to support their thoughts.

Prediction



Your child can predict what might happen next in a story. They can use implied information and knowledge of other stories to create accurate predictions of what may come next. They are able to explain, using the text for evidence, their thoughts and describe how they have come to that prediction.

Summarising



Your child can summarise the main themes, ideas, events and characters from a story, using more than one paragraph to provide evidence. They recognise how a story progresses over a number of paragraphs and can link them together.

Language Use



Your child can identify how the language used within a text has an impact on the reader. They recognise alternative words that could be used and can comment on why an author has used a particular style of word. They can also describe the effect that certain words will have on a reader.

Present Information from Non-Fiction Texts



Your child can present information they have found from non-fiction texts. They are able to present the information in their own words and using a variety of different styles. For example, they can present the information using images, slideshows, IT programmes, written descriptions, mind maps etc.

Above and Beyond

If you really want to go the extra mile, you and your child can review these sections to gain a greater understanding of each topic and push your learning further.

★ Familiarity with Books



Your child can recall and recite a wider range of poems by heart. They can explain what they like about the poem and what the themes of the poem are.

★ Language Use



Your child can identify figurative language within writing. Figurative language is language that conveys a meaning without directly saying what it means. It often makes use of similes or metaphors to demonstrate a meaning.

★ Present Information from Non-Fiction



Your child can identify if a statement they read is fact or an opinion. They can explain their reasoning.

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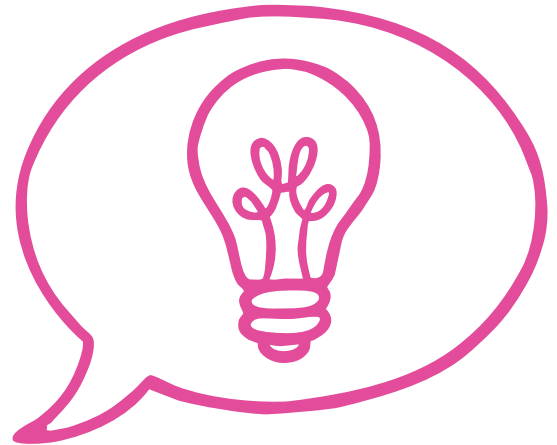
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Thesaurus



Your child can describe what the purpose of a thesaurus is. They can use their knowledge of the alphabet to find words within the thesaurus, then find synonyms (words with similar meanings) for their searched word.

Adding '-cious' to Words Ending in -ce



Your child can add '-cious' to words ending in -ce. If the root word ends in -ce, then the 'sh' sound is usually spelt 'c'. For example, vice - vicious, grace - gracious, space - spacious.

Adding '-ably' to Words



Your child can add '-ably' to words. If there is a related word ending in '-ation', then the '-ably' spelling should be used. For example, adorable - adoration - adorably, applicable - application - applicably, considerable - consideration - considerably.

Adding '-able' to Words Ending in -ce or -ge



Your child can add '-able' to a word ending in -ce or -ge. If the root word ends in -ce or -ge, the 'e' after the 'c' or 'g' must be kept. For example, change - changeable, notice - noticeable, force - forceable.

Adding Suffixes Beginning with Vowels to Words Ending in -fer



Your child can add suffixes beginning with vowels to words ending in -fer. The 'r' is doubled if the 'fer' is still stressed after the ending is added. It isn't doubled if the 'fer' is no longer stressed. For example, refer - referring - reference, prefer - preferring - preference.

Homophones Involving '-ce' and '-se'



Your child can recognise the difference in word types of homophones (words with similar sounds but different spelling and meaning). They understand that nouns end in -ce and verbs end in -se. For example, advice (noun) - advise (verb), practice (noun) - practise (verb).

Words with Silent Letters



Your child can spell common words with silent letters. For example, knight, island, psalm, lamb.

Audience and Purpose



Your child can identify the audience and purpose of a piece of writing. They use this information to choose an appropriate style and tone of voice. For example, they will use a more formal style if they are writing an official letter, but a more casual style if writing an email to a friend.

Organisational Devices



Your child can use a wide range of structures to guide the reader in their writing. They use things like headings, subheadings, bullet points, underlining, bold text and block capitals.

Develop Characters



Your child can identify how a character has developed over the course of a story. They start to think of ways in which their own characters can change and develop as their writing progresses.

Select Vocabulary



Your child can choose appropriate vocabulary in their own writing. They choose words for specific effects and can justify the reason they have chosen this word.

Research



Your child can use research and reading to inform their writing. They gather information that they can use and take notes on the style and word choices used by other authors, in order to use them in their own writing.

Narrative Writing



Your child can use a variety of methods to write narrative stories. They can use setting and character descriptions, build up of tension and atmosphere, plus dialogue and speech to move the action and events along.

Convert Nouns/Adjectives into Verbs



Your child can convert nouns or adjectives into verbs by using suffixes. For example, clarity = noun, clarify = verb.

Subject Verb Agreement



Your child can make sure the subject and verb agree on the use of singular or plural. They can identify if the subject of the sentence is one or more than one, then make sure the verb matches. For example, 'the dog chases the postman' or 'the dogs chase the postman'.

Tense



Your child can check their writing to make sure they are using the correct tense throughout. They identify if the text is being written in past or present tense (it has already happened or it is happening now), then adjust their use of verbs to match. For example, 'he ran down the corridor' = past tense, 'he is running down the corridor' = present tense.

Devices of Parenthesis



Your child can add parenthesis (explanation or after thought) to their writing using brackets, commas or dashes.

Relative Clauses



Your child can add relative clauses to their own writing. A relative clause is an extra piece of information designed to clarify, define or identify a noun. For example, 'the boy, who had mousy brown hair, sat in the sun'.

Linking Ideas across Paragraphs



Your child can link ideas across paragraphs. They can do this by using adverbials of time, place or number. For example, later (time), nearby (place) or firstly, secondly (number).

Assess Writing



Your child can assess their own writing. They can decide why it is effective and how it could be improved. They are able to then use this information to suggest and implement changes. They are also able to do this to other people's writing.

Possibility



Your child can indicate degrees of possibility in their writing. They do this by using adverbs or modal verbs. For example, 'perhaps (adverb) we could climb the tree' or 'we might (modal verb) be able to climb the tree'.

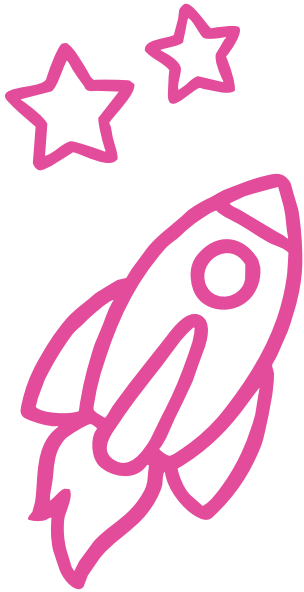
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★ Devices of Parenthesis



- Your child can use semicolons in their writing. A semicolon can be used between two closely related clauses, provided they are not already joined by a conjunction. For example, 'the castle was very old; it had stood there for centuries'.
- Your child can introduce a list using a colon. For example, 'he was going to buy three things: a chair, a desk and a pencil'.



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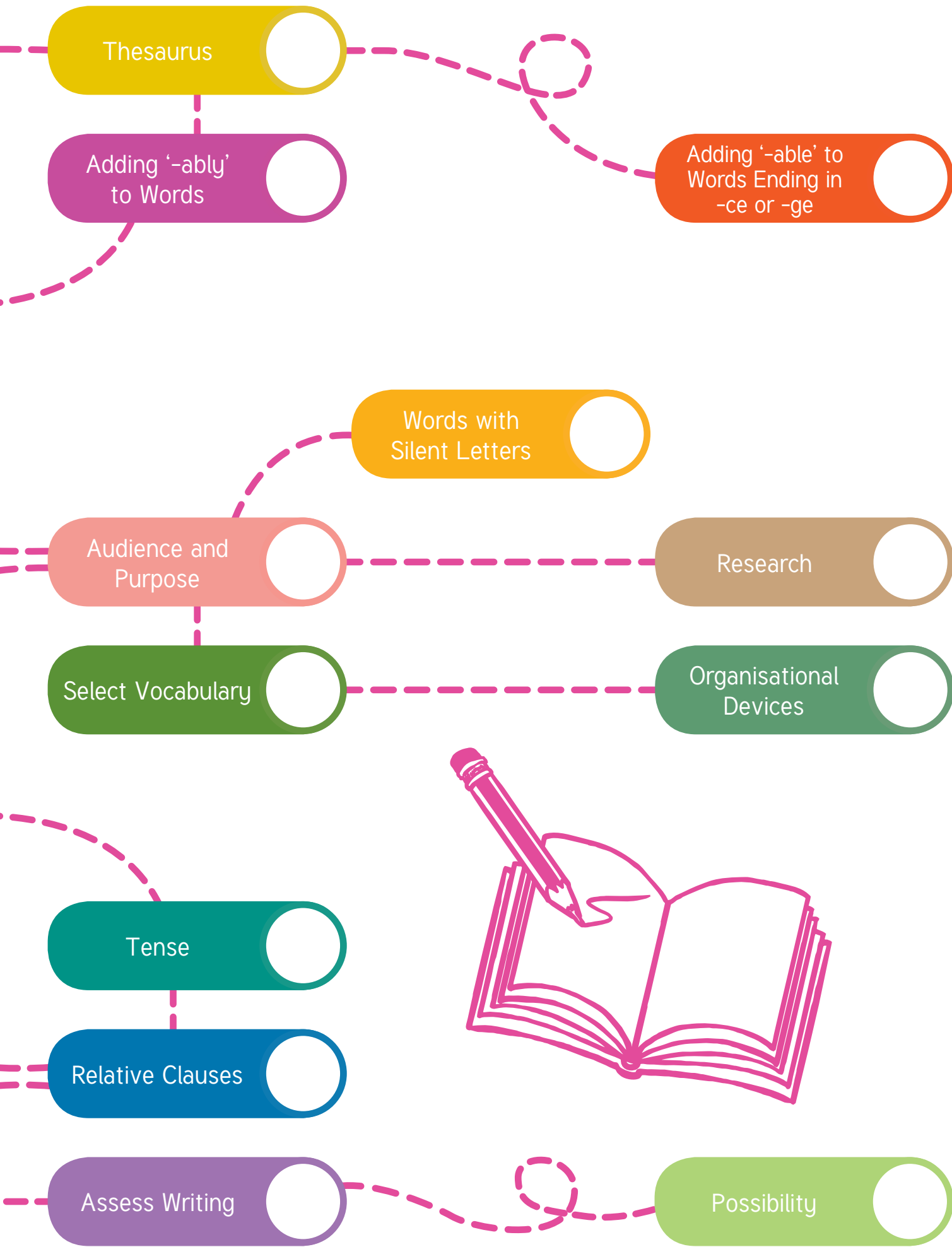
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Explore and Discover More

Unsure of how to use this resource? Simply scan this QR code using your mobile device or tablet to watch a quick video explanation showing you how to use this resource with your child.



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Twinkl Boost is a range of intervention resources, created to support and lift learning with children at every level. These include our easy-to-use SATs and Phonics Screening resources.




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Boost



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Twinkl Go! is a digital platform, hosting interactive content such as videos, games, audiobooks and more. Twinkl Go! enables digital content to be streamed to your computer or mobile device.



Twinkl Originals are engaging stories written to inspire pupils from EYFS to KS2. Designed to encourage a love of reading and help curriculum-wide learning through accompanying resources.



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ORIGINALS



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KIDS' TV

Twinkl Kids' TV is our wonderful YouTube channel dedicated to fun and informative video style resources full of new and creative activities you can try at home!