**Year 5**

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| **Writing - Composition** | **Writing – Vocab, Grammar, Punctuation** | **Transcription - Spelling** |
| Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own | Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify | Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious |
| Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary | Understand verb prefixes e.g. dis-, de-, mis-, over- and re- | Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial |
| Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed | Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun | Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance |
| Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2) | Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must | Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly |
| Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character | Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly | Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough |
| Draft and write by précising longer passages | Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before | Spell some of the year 5 and 6 words correctly (English Appendix 1) |
| Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly | Use brackets, dashes or commas to indicate parenthesis | Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1) |
| Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before | Use commas to clarify meaning or avoid ambiguity | Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary |
| Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining | Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity | Use a thesaurus |
| Use different verb forms mostly accurately with consideration for audience and purpose |  |  |
| Evaluate and edit by assessing the effectiveness of his/her own and others' writing | **Transcription - Handwriting** |  |
| Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2) | Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters |  |
| Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing | Write increasingly legibly |  |
| Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing |  |  |
| Proof-read for spelling errors linked to spelling statements for year 5 |  |  |
| Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity |  |  |
| Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear |  |  |