

Year 5

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		