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| **Age-related expectations: Year Five**  Writing | | |
| **Transcription and handwriting** | **Vocabulary, grammar and punctuation** | **Composition** |
| **Spelling**  1. I can spell commonly mis-spelt words, including at least half of those from the Y5/6 word list.  2. I can convert nouns or adjectives into verbs by  adding a suffix eg –ate (popular-populate), -ise  (familiar-familiarise), -ify (simple-simplify).  3. I can form verbs with prefixes.  4. I can use further prefixes and suffixes,  understanding the rules for adding them.  5. I can spell some words with silent letters.  6. I can distinguish between homophones and other words which are often confused.  7. I can use knowledge of morphology and etymology to help me spell.  8. I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.  9. I can use a thesaurus.  10. I understand how words are related by meaning as synonyms and antonyms.  **Handwriting**  11. I have legible, fluent, appropriately joined  handwriting with increasing speed.  12. I can choose the style of handwriting to use when given a choice.  13. I can choose the handwriting implement that is best suited for a specific task  ***Grammar and punctuation terminology***  *modal verb, relative clause, relative pronoun*  *parenthesis, bracket, dash*  *cohesion; ambiguity* | **Grammar**  14. I can start sentences in different ways, using  openers and other ways.  15. I can use relative clauses with ‘which’, ‘who’,  ‘where’, ‘when’, ‘that’, ‘whose’, possibly with an  implied (ie omitted) relative pronoun.  16. I can use expanded noun phrases to interest the reader.  17. I can recognise vocabulary and structures that are appropriate for formal speech and writing.  18. I can use verb phrases eg to indicate a degree of possibility using adverbs (eg perhaps, surely) or  modal verbs (eg might, should, will, must).  19. I recognise passive verbs.  **Punctuation**  20. I can use brackets, dashes or commas to indicate parenthesis.  21. I can use commas to mark phrases and clauses.  22. I can use a colon to introduce a list.  23. I can use bullet points to list information and  punctuate consistently.  24. I am beginning to use dashes to mark boundaries between independent clauses.  25. I can use a semi-colon within lists.  Expand sentence starters. For example – Early one misty  morning…, Paralysed by fear…  Embed ed and ing clauses. For example – Dan, tired of waiting,  dived into the cool, inviting water.  Re-order sentences to create impact on the reader | **Planning**  26. I can write for a specific audience and purpose.  27. I select the appropriate form and use other similar  writing as a model, using appropriate features and  sentence structure, considering the writer’s viewpoint, considering another author’s work.  28. I can plan and develop ideas, using reading /research where necessary.  29. I can organise my writing into paragraphs / sections  to show changes in time, place and events or to shape a non-fiction text.  **Drafting and writing**  30. I can describe settings, characters and atmosphere  (mood) when writing narrative.  31. I can present text appropriately eg (sub-) headings,  bullets, underlining, columns, tables.  32. I can build cohesion in my writing: between paragraphs (eg by using adverbials / connectives such as ‘After that,’, ‘Firstly,’) and between sentences (‘although’).  33. I can experiment with vocabulary for effect.  34. I can use grammar for effect.  35. I can integrate dialogue to convey characters.  36. I can summarise a paragraph.  37. I use appropriate nouns and pronouns within and  across sentences for cohesion and avoid repetition.  38. I can distinguish language of speech (eg colloquial) and writing (Standard English).  **Editing**  39. I can assess and edit to improve my writing or another’s (vocabulary, grammar, punctuation), to enhance effects and clarify meaning.  40. I can proof-read: spelling and punctuation; correct  tense throughout; subject – verb agreement.  Use changes in time and place to guide the reader through the text  Sustain and develop ideas within a paragraph, introducing it with a  topic sentence  Close text with reference to its opening |