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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 byadding 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 joinedhandwriting 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, usingopeners and other ways.15. I can use relative clauses with ‘which’, ‘who’,‘where’, ‘when’, ‘that’, ‘whose’, possibly with animplied (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) ormodal 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 andpunctuate 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 mistymorning…, 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 similarwriting as a model, using appropriate features andsentence 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 / sectionsto 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 andacross 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; correcttense 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 atopic sentenceClose text with reference to its opening |