

Age-related expectations: Year Five

Writing

Transcription and handwriting

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*

Vocabulary, grammar and punctuation

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

Composition

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