

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 <i>modal verb, relative clause, relative pronoun parenthesis, bracket, dash cohesion; ambiguity</i>	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