

Name:



Writing Year 5

<b>Handwriting</b>
<ul style="list-style-type: none"><li>• Can write legibly, fluently and with speed.</li><li>• Can write appropriate to the task (<i>e.g. diagrams, form</i>)</li></ul>
<b>Grammar</b>
<ul style="list-style-type: none"><li>• Can use all 10 modal verbs or adverbs to indicate degrees of possibility.</li><li>• Can use relative clauses beginning with <i>who, which, where, why</i> or <i>whose</i>.</li><li>• Can use these words when talking about their writing: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, colon, semi colon, past progressive, present progressive, subjunctive, hyphen, dash, synonyms and antonyms</li><li>• Can identify and use coordinating and subordinating conjunctions</li></ul>
<b>Punctuation</b>
<ul style="list-style-type: none"><li>• Can punctate a range of complex sentences accurately (<i>with subordinate clause at beg, mid, end</i>)</li><li>• Can use brackets, dashes or commas to indicate parenthesis.</li><li>• Can punctuate bullet points correctly.</li><li>• Can use punctuation conventions of play scripts (<i>lack of inverted commas for speech/ brackets /italics for stage directions</i>)</li></ul>
<b>Composition</b>
<ul style="list-style-type: none"><li>• Can use a range of conjunctions to provide cohesion (<i>despite, comparison, instead of</i>)</li><li>• Can use accurately punctuated speech with dialect/colloquialisms (when appropriate) to move the story forward.</li><li>• Can propose changes to grammar and punctuation to enhance effects and clarify meaning (... !)</li><li>• Can use a simple, compound and a range of complex sentences for effect.</li><li>• Can use metaphors and personification for effect.</li><li>• Can use a range of structural and organisational devices for effect.</li><li>• Can precise longer passages.</li> <li>• Can research to inform their writing (<i>narrative, biographies etc</i>)</li><li>• Can write for different reasons and use different text types (refer to mapping)</li><li>• Can identify the audience and purpose for writing and select the appropriate form including the level of formality required.</li><li>• Can describe detailed settings, characters and atmosphere.</li><li>• Can ensure consistency of tense throughout my writing with subject and verb agreement.</li><li>• Can proof read for spelling and punctuation errors and improve their writing.</li></ul>
<b>Vocabulary</b>
<ul style="list-style-type: none"><li>• Can select precise, appropriate vocabulary, knowing how choices can change/enhance meanings (<i>including prepositional phrases to add detail</i>).</li></ul>
<b>Spelling</b>
<ul style="list-style-type: none"><li>• Can identify word families and change word class (<i>verb to noun act - actor/action</i>)</li><li>• Understands the etymology and morphology of Y5/Y6 words.</li><li>• Can use prefixes and suffixes (see appendix 1).</li><li>• Can distinguish between Y5/Y6 homophones.</li><li>• Can spell at least 50% Y5/Y6 common exception words correctly (see appendix)</li><li>• Can apply at least 50% rules listed in spelling Y5/Y6 (see appendix)</li><li>• Can use the first 3 or 4 letters of a word to a dictionary to check spelling and meaning of words.</li><li>• Can use a thesaurus to explore synonyms.</li></ul>
<b>Mastery</b>

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