

Year Five Writing

		Term One	Term Two	Term Three	Term Four	Term Five	Term Six	

		Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Transcription	Spelling	<p>1. I am widening my knowledge of prefixes and how they are used.</p> <p>2. I can recognise silent letters in words.</p> <p>3. I can spell 90 of the year three/four words and 20 of the year five/six words.</p> <p>4. I can recognise homophones and near homophones which are often confused e.g. whose, who's.</p> <p>5. I can use the first three letters of a word to check the spelling or meaning in a dictionary.</p> <p>6. I am beginning to use a thesaurus to improve my word choices.</p>	<p>34. I am widening my knowledge of suffixes and how they are used.</p> <p>35. I can spell some words with silent letters. (knight, psalm, solemn)</p> <p>36. I can spell 30 of the year five/six words</p> <p>37. I use homophones correctly in my writing.</p> <p>38. I can use the first four letters of a word to check the spelling or meaning in a dictionary.</p> <p>39. I know how to use a thesaurus to improve my word choices.</p>	<p>59. I know how to add more prefixes and suffixes accurately.</p> <p>60. I can spell some words with silent letters</p> <p>61. I can spell 50 of the year five/six words</p> <p>62. I can distinguish between homophones and other words which are often confused</p> <p>63. I use the first three/four letter of a word to accurately check the spelling/meaning in a dictionary.</p> <p>64. I can confidently use a thesaurus</p> <p>65. I use my knowledge of morphology and etymology in spelling</p>	<p><i>I have all of the expected strands and I am embedding these skills in all subjects.</i></p>
	Handwriting	<p>7. I write legibly, fluently and with increasing speed</p> <p>8. 9 I know which letters to join and which ones to leave</p> <p>9. 10 I choose the writing implement that is best suited for the task.</p>			

		Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Composition	Structure and Purpose	<p>PLANNING</p> <p>10. I can identify the purpose to support my writing ideas.</p> <p>11. I plan for my writing and make simple notes.</p> <p>12. I can select appropriate grammar and vocabulary within sentences.</p> <p>WRITING</p> <p>13. In my narrative writing I am beginning to describe a setting to build an atmosphere.</p> <p>14. I know how authors develop settings within their narratives.</p> <p>15. I can use organisational and presentational techniques to structure my non narrative writing.</p> <p>16. I can identify techniques to build cohesion within and across paragraphs.</p>	<p>PLANNING</p> <p>40. I can identify the audience to support my writing ideas.</p> <p>41. With support I can add to my notes using other readings or research.</p> <p>42. With support I am exploring how my choices can change and enhance the meaning of a sentence.</p> <p>WRITING</p> <p>43. I am beginning to use dialogue to convey the character and advance the action in my narrative writing.</p> <p>44. I know how authors develop characters within their narratives.</p> <p>45. I can use organisational and presentational techniques to guide the reader within my non narrative writing.</p> <p>46. With support I can use a technique to I am build cohesion within and across paragraphs.</p>	<p>PLANNING</p> <p>66. I can select appropriate form for my writing based on audience and purpose.</p> <p>67. I am beginning to add to my notes based on my reading and research.</p> <p>68. I am beginning to experiment with word choices to enhance the meaning of my sentences.</p> <p>WRITING</p> <p>69. In narratives I am beginning to describe setting, characters and atmosphere with integrated dialogue to convey the character and advance the action.</p> <p>70. I am beginning to write narratives using ideas that authors have used to develop their setting and characters.</p> <p>71. I use organisational and presentational techniques to structure text and to guide the reader (heading, subheading, bullet points, underlining).</p> <p>72. I am beginning to use techniques to build cohesion within and across paragraphs.</p>	<i>I have all of the expected strands and I am embedding these skills in all subjects</i>
		<p>EVALUATING</p> <p>17. I can assess the effectiveness of my own and others work</p> <p>18. I propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>19. I ensure the consistent and correct use of tense throughout a piece of writing</p> <p>20. I use the correct subject and verb agreement when using singular and plural</p> <p>21. I proof read for spelling and punctuation errors</p>			

	Step One	Step Two (Emerging)	Step Three (Expected)	Exceeding
Vocabulary, grammar and punctuation	<p>22. I am beginning to recognise some vocabulary which is appropriate for formal speech.</p> <p>23. I am beginning to know the difference between active and passive verbs.</p> <p>24. I am beginning to use the perfect form of verbs to mark relationships of time and cause.</p> <p>25. I am beginning to use expanded noun phrases to convey complicated information.</p> <p>26. I am beginning to recognise modal verbs or adverbs to indicate degrees of possibility.</p> <p>27. I am beginning to identify relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>28. With support, I am beginning to use commas to clarify meaning.</p> <p>29. I can recognise a hyphen within writing.</p> <p>30. I am beginning to explain why brackets/dashes/commas have been used in writing.</p> <p>31. I am beginning to explain why semi colons, colons or dashes have been used in writing.</p> <p>32. I am beginning to use a colon to introduce a list</p> <p>33. I am beginning to punctuate bullet points.</p>	<p>47. I am beginning to use the appropriate vocabulary for formal speech within my writing.</p> <p>48. I am beginning to use passive verbs in my writing correctly.</p> <p>49. I sometimes use the perfect form of verbs to mark relationships of time and clause.</p> <p>50. I sometimes use expanded noun phrases to convey complicated information.</p> <p>51. With support I am beginning to use model verbs or adverbs to indicate degrees of possibility.</p> <p>52. I can identify relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>53. With support, I sometimes use commas to clarify meaning.</p> <p>54. I am learning how to use a hyphen correctly e.g. co-ordinate, re-enter.</p> <p>55. I am learning how to use brackets, dashes or commas to indicate parenthesis</p> <p>56. I am learning how to use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>57. I sometimes use a colon to introduce a list.</p> <p>58. I sometimes punctuate bullet points.</p>	<p>73. I am beginning to recognise a range of vocabulary and structures that are appropriate for formal speech and writing</p> <p>74. I am beginning to use passive verbs to affect the presentation of information in a sentence</p> <p>75. I use the perfect form of verbs to mark relationships of time and cause</p> <p>76. I use expanded noun phrases to convey complicated information.</p> <p>77. I am beginning to use modal verbs or adverbs to indicate degrees of possibility</p> <p>78. With support I am beginning to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>79. I am beginning to use commas to clarify meaning</p> <p>80. I am experimenting with how to use a hyphen.</p> <p>81. I am experimenting with how to use brackets, dashes and commas to indicate parenthesis.</p> <p>82. With support I am beginning to use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>83. I use a colon to introduce a list</p> <p>84. I punctuate bullet points consistently</p> <p>85. I am learning the grammar for yrs five and six (see SPaG booklet)</p>	<i>I have all of the expected strands and I am embedding these skills in all subjects</i>

Genres covered: