

Year 5

Beginning to independently apply their knowledge

Composition			
To write for a range of purposes and audiences, with ideas that are usually sustained, well paced and logical.			
To select appropriate grammar and vocabulary to match the purpose and audience of their writing.			
To describe settings, characters and atmosphere with increasing awareness of the reader.			
To begin to use dialogue to convey a character and advance the action.			
To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.			
To begin to create paragraphs that are usually suitably linked.			
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.			
Grammar			
To begin to use a wider range of linking words/ phrases between sentences and paragraphs to build cohesion including time adverbials e.g. later, before, after; place adverbials, e.g. nearby, everywhere, around; and number, e.g. secondly, finally.			
To begin to experiment with relative clauses with support and modeling.			
To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.			
Use fronted adverbials with commas.			
To consistently use the full range of punctuation from previous year groups.			
Capital letters	Full stops	Question marks	Exclamation marks
Commas in list	Apostrophes contraction	Inverted commas for speech	Proper noun capital letters
To begin to use commas to clarify meaning or to avoid ambiguity with increasing confidence		Commas after reporting clause to mark direct speech	
Transcription			
To spell some verb prefixes correctly, e.g. de activate, over turn, mis conduct etc.			
To spell suffixes- ation; -ous.			
To add suffixes beginning with vowel letters- the sound (i) spelt (y) elsewhere than at the end of words.			
To begin to convert nouns or adjectives into verbs using suffixes, e.g. design ate , class ify , critic ise			
To spell some complex homophones and near homophones correctly e.g. affect/ effect, practise/practice.			
To spell some of the Year 5 and 6 statutory spelling words correctly.			
Test score			
To write legibly, fluently and with increasing speed.			
Next Steps			

Year 5

Beginning to independently apply their knowledge			
Composition			
To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.			
To use a range of sentence openers consistently.			
To describe settings, characters and atmosphere to consciously engage the reader.			
To use dialogue to convey a character and advance the action with increasing confidence.			
To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.			
To begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.			
To create paragraphs that are usually suitably linked.			
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.			
Grammar			
To use a wider range of linking words/ phrases between sentences and paragraphs to build cohesion including time adverbials e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.			
To use relative clauses beginning with a relative pronoun (who, which, where, who, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.			
To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.			
To use direct and reported speech.			
To consistently use the full range of punctuation from previous year groups.			
Capital letters	Full stops	Question marks	Exclamation marks
Commas in list and fronted adverbials	Apostrophes contraction	Inverted commas for speech	Proper noun capital letters
Brackets, dashes or commas to begin to indicate parenthesis		Commas to clarify meaning or to avoid ambiguity with increasing confidence	
Transcription			
To spell many verb prefixes correctly, e.g. de activate, over turn, mis conduct etc.			
Convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise.			
To spell many complex homophones correctly e.g. affect/ effect, practise/practice.			
To spell many of the Year 5 and 6 statutory spelling words correctly.			
Test score			
To write legibly, fluently and with increasing speed.			

Year 5

Working at Greater Depth			
Checklist Features of an Outstanding Writer			
Shows an original style or "voice".			
Has a strong awareness of audience.			
Writes with a reader's eye, constantly re-reading work to check that it makes sense and that the message is effectively conveyed.			
Shows an ability to experiment with different styles of writing.			
Has a feeling for grammar, varying and controlling sentence structure with ease, in order to create different language effects.			
Applies reading experiences to writing.			
Is capable of writing at length while maintaining a sense of audience, purpose and organisation.			
Able to master handwriting and spelling skills are automatic so that the writer is not too preoccupied with them to concentrate on composition.			
Composition			
To consistently produce sustained and accurate writing from different narrative and non fiction genres, for a range of audiences.			
To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.			
To use dialogue to convey a character and advance action.			
To proofread work to précis longer passages, removing unnecessary details'.			
To consistently link ideas across paragraphs.			
To proofread work to assess effectiveness and make necessary improvements.			
To begin to perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.			
Grammar			
To use commas consistently to clarify meaning or to avoid ambiguity.			
To use a wide range of linking words/ phrases between sentences and paragraphs to build cohesion including time adverbials e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.			
To use relative clauses beginning with a relative pronoun (who, which, where, who, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.			
To use brackets, dashes or commas to indicate parenthesis.			
To use a range adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.			
Transcription			
To spell most verb prefixes correctly, e.g. de activate, over turn, mis conduct etc.			
To regularly convert nouns or adjectives into verbs using suffixes, e.g designate, classify , criticise .			
To spell most complex homophones correctly e.g. affect/ effect, practise/practice.			
To spell most of the Year 5 and 6 statutory spelling words correctly.			
Test score			
To write legibly, fluently and with increasing speed.			