

YEAR 5	NATIONAL CURRICULUM EXPECTATIONS		
WRITINGSKILL 1-  <b>SUPER SPELLER</b>	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them</li> <li>• Spell some words with silent letters [for example, knight, psalm, solemn]</li> <li>• Continue to distinguish between homophones and other words which are often confused</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• Use a thesaurus.</li> </ul>		
<b>STEPS TO SUCCESS</b>			
<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>	
<ul style="list-style-type: none"> <li>• Spelling of many monosyllabic words is correct</li> <li>• Common polysyllabic words are usually spelt accurately</li> <li>• Phonetically plausible attempts at longer polysyllabic words</li> </ul>	<ul style="list-style-type: none"> <li>• Correct use of apostrophe for omission</li> <li>• Spells most words correctly</li> <li>• Spells most longer familiar words correctly</li> <li>• Can spell some polysyllabic words containing unstressed vowels H carpet, definite ,interest</li> <li>• Can spell words which require the doubling of consonants</li> </ul>	<ul style="list-style-type: none"> <li>• Can spell many polysyllabic words containing unstressed vowels H margarine, separate, definite</li> <li>• Might still make mistakes with homophones- there/their/theyreorto/too/two</li> </ul>	
YEAR 5	NATIONAL CURRICULUM EXPECTATIONS		
WRITING SKILL 2-  <b>STRUCTURE &amp; ORGANISATION</b>	<ul style="list-style-type: none"> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Précising longer passages</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining.</li> </ul>		
<b>STEPS TO SUCCESS</b>			
<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>	
<ul style="list-style-type: none"> <li>• The layout attempts to organise key ideas, e.g. the use of main and sub-headings,</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction established with writing drawing to a defined conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Within paragraphs, connected sequences of events may be developed around a main sentence</li> </ul>	

	<p>separate closing remarks, or distinguish between different speakers</p> <ul style="list-style-type: none"> <li>• Ideas are structured logically and the writing is drawn to a conclusion</li> <li>• Clear story structure with build-up and climax</li> <li>• There is clear progression through the points</li> <li>• In narrative, paragraphs are attempted for a change in action, setting and time</li> </ul>	<ul style="list-style-type: none"> <li>• Shifts in time and place help shape story and guide reader through the text e.g. by introducing a new section to draw attention to the main event.</li> <li>• Sub-divide text appropriately i.e. uses bullet points, sub headings, introductory phrases</li> <li>• More controlled use of paragraphs to group ideas</li> <li>• A paragraph has a relevant opening but this can be rather brief or underdeveloped</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are sustained and developed with appropriate use of conventions</li> <li>• Use of connectives within a paragraph to link the sentences H secondly, in addition to, furthermore</li> <li>• A non-fiction paragraph will have an introductory sentence, followed by approximately 3 further sentences that develop the point</li> <li>• Paragraph structure is controlled to shape a story, e.g. 5 paragraph structure involving a build-up, conflict and resolution</li> </ul>
<b>YEAR 5</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<p>WRITING SKILL 3-</p> <p><b>AUDIENCE &amp; PURPOSE</b></p>	<ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• Assessing the effectiveness of their own and others writing</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>• Is beginning to add physical description of characters and setting</li> <li>• Begin to express an opinion</li> <li>• Beginnings of narrative are more lively and can capture the readers interest</li> <li>• Writer has control of their writing and is aware of the reader</li> <li>• They are beginning to know how to write to different audiences for different purposes</li> <li>• Basic elements of story structure are</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is fluent and imaginative with ideas being extended and developed but not always sustained</li> <li>• Writing suggests insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader</li> <li>• Viewpoint established but not always maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Some significant interaction between characters through action, description, and characters responses and character development helps to move the story forward</li> <li>• Characterisation is evident through direct and reported speech</li> <li>• Setting is used to create mood</li> <li>• Some use of stylistic devices, e.g. simile, metaphor, alliteration, personification</li> <li>• Viewpoint is established and mainly</li> </ul>

	present e.g.: an opening, more than one character and two or more events in chronological sequence and a logical ending	<ul style="list-style-type: none"> <li>The writer considers the needs of the reader and provides background information</li> <li>Can use some of the Tricks of the Trade for a given style to ensure that the style of writing is evident</li> </ul>	<p>maintained</p> <ul style="list-style-type: none"> <li>Series of logically ordered points with some attempt to justify reasoning</li> <li>Can write in a given style successfully if they refer to the Tricks of the Trade</li> <li>Show an attempt at adopting the appropriate tone for a style</li> <li>May directly address the reader</li> </ul>
<b>YEAR 5</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
WRITING SKILL 4-	<ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>		
<b>WORDS, WORDS, WORDS</b>	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	<ul style="list-style-type: none"> <li>Some evidence of verbs qualified by adverbs and adverbial phrases 3heranquickly;the boy climbed out of the pond ,onto the side and then moved away</li> <li>Details are included where necessary</li> <li>Vocabulary can still be a little limited and key words are often used too frequently</li> </ul>	<ul style="list-style-type: none"> <li>Well-chosen words and phrases to engage the reader and support purpose – these may still be well known to the writer from other text examples or class lists etc.</li> <li>Details are included to add interest, persuade (e.g. obviously)or direct (e.g. imperative verbs)</li> </ul>	<ul style="list-style-type: none"> <li>Words are chosen for deliberate effect (stationary rather than stopped)</li> <li>Vocabulary choices are more thoughtful</li> </ul>
<b>YEAR 5</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
WRITING SKILL 5-	<ul style="list-style-type: none"> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural</li> <li>Learning the grammar for years 5 and 6 in English Appendix 2</li> </ul>		
<b>GRAMMAR</b>			

- Distinguishing between the language of speech and writing and choosing the appropriate register
- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Proof-read for spelling and punctuation errors
  - Using brackets, dashes or commas to indicate parenthesis
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using passive verbs to affect the presentation of information in a sentence
- Using a colon to introduce a list
- Using the perfect form of verbs to mark relationships of time and cause
- Punctuating bullet points consistently
- Using expanded noun phrases to convey complicated information concisely

**STEPS TO SUCCESS**

<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
<ul style="list-style-type: none"> <li>• Within sentences, subjects and verbs agree, e.g. she was sharing ,rather than she was shares.....</li> <li>• Pronouns are used to avoid repetition</li> <li>• Verb tenses are accurate and consistent across a range of text types</li> <li>• Sentences are grammatically accurate, giving relevant and precise information rather than waffling</li> <li>• Sentence structure is varied by the use of adverbials in different positions H finally it started to rain ,I watched with fear</li> <li>• Connectives are used to link ideas, to contrast and to explain</li> <li>• Sentences demarcated accurately, even when sentence structure varies</li> <li>• Starting to use commas for separating clauses, although not accurately</li> <li>• Commas are always used in a list</li> </ul>	<ul style="list-style-type: none"> <li>• Clauses are joined by a variety of connectives (because, which, although, however)</li> <li>• Complex sentences sometimes clarify relationships in time and place , e.g. meanwhile, during, while, until, following</li> <li>• Longer and more complex sentences are attempted</li> <li>• Tense choice is usually appropriate</li> <li>• Use of connectives to open sentences</li> <li>• In speech, uses new line for new speaker and starting to use full range of punctuation as well as speech marks, e.g. Help me to move this, he said, as it is so</li> </ul>	<ul style="list-style-type: none"> <li>• Complex sentences sometimes clarify relationships in time and place</li> <li>• Sentence structure is more varied</li> <li>• Uses a range of connectives to signal time e.g. therefore/consequently ,despite ,initially and to indicate emphasis, e.g. furthermore, most importantly</li> <li>• Sub-ordinate clauses are attempted to add information, to provide additional information for the reader</li> <li>• Is able to correctly punctuate speech the majority of the time</li> <li>• Commas are used more accurately to separate clauses</li> <li>• Secure apostrophe for omission and possession</li> <li>• Begin to use brackets</li> <li>• Begin to use a colon before a list</li> </ul>

	<ul style="list-style-type: none"> <li>• Full stops, capital letters, exclamation marks and question marks are used with increased frequency and accuracy</li> <li>• Capital letters are always used for proper nouns</li> </ul>	<p>heavy.</p> <ul style="list-style-type: none"> <li>• Correct use of apostrophe for omission</li> <li>• Some use of commas to mark phrases or clauses accurately</li> <li>• Basic punctuation is present in most of sentences</li> </ul>	
<b>YEAR 5</b>	<b>NATIONAL CURRICULUM EXPECTATIONS</b>		
<b>WRITING SKILL</b> 6-  <b>HANDWRITING</b>	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Choosing the writing implement that is best suited for a task</li> </ul>		
	<b>STEPS TO SUCCESS</b>		
	<b>WORKING TOWARDS</b>	<b>WORKING WITHIN</b>	<b>WORKING AT GREATER DEPTH</b>
	In handwriting, letters are accurately formed and consistent in size.	Handwriting style is fluent, joined and legible.	