



Legrave Primary School

Year 5 EEE

Subject: Writing

Legrave Primary School

STRIVING FOR EXCELLENCE, LEARNING FOR LIFE

Yr5	Emerging	Expected	Exceeding
Spelling	Use the prefixes in-, im-, il-, ir-, sub-	Spell word endings which sound like "shush" spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious	Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference
	Understand and add suffixes -ation, -ous	Spell word endings which sound like "shil" spelt -cial or -tial e.g. official, partial	Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter
	Add endings which sound like "shun" spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician	Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance	Distinguish between homophones and other words which are often confused E.g. English appendix 1
	Spell words ending with the "g" sound spelt "gue" and the "k" sound spelt -que e.g. rogue, tongue, antique, unique	Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly	Use dictionaries to check the spelling and meaning of words
	Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's	Spell words containing the letter-string "ough" e.g. bought, rough, through, bough	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English appendix 1
	Spell more complex words that are often misspelt from English appendix 1	Spell some words with "silent" letters e.g. knight, psalm, solemn	Use a thesaurus with confidence
	Spell words with the "s" sounds spelt "sc" e.g. science, scene	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in English appendix 1	
	Spell words with endings sounding like "zh" and "ch" e.g. treasure, measure, picture, nature	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
	Spell words with endings which sound like "zhun" e.g. division, decision	Use a thesaurus	
	Spell words with the "k" sound spelt "ch" e.g. scheme, school, echo		
	Spell words with the "sh" sound spelt "ch" e.g. chef, machine		
	Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's		
	Use the first three or four letters of a word to check its spelling in a dictionary		
	Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far		
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
	Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task
Composition	Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar	Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own	Plan his/her writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own
	Plan his/her writing by discussing and recording ideas	Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary	Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary
	Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)	Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed	Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed
	Draft and write by organising paragraphs around a theme	Draft and write by selecting appropriate grammar and vocabulary, including that within English appendix 2	Draft and write by selecting appropriate grammar and vocabulary, including that within English appendix 2, understanding how such choices can change and enhance meaning
	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose	Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character	Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

	Draft and write non-narrative material, using simple organisational devices		Draft and write by précising longer passages		Draft and write by accurately précising longer passages
	Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements		Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly		Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis
	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials		Draft and write by linking ideas across paragraphs using adverbials of time e.g. later; place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before		Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables
	Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials		Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining		Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning
	Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		Evaluate and edit by assessing the effectiveness of his/her own and others' writing		Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English appendix 2
			Proof-read for spelling errors linked to spelling statements for year 5		Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
			Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity		Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
			Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear		Proof-read for spelling errors linked to spelling statements for year 6
					Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens
					Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary, Punctuation and Grammar	Understands the grammatical difference between plural and possessive -s		Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify		Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter
	Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done		Understand verb prefixes e.g. dis-, de-, mis-, over- and re-		Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little
	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair		Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun		Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken (by me)
	Use fronted adverbials e.g. Later that day, I heard the bad news.		Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must		Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as "If I were" or "Were they to come" in some very formal writing and speech
	Use paragraphs to organise ideas around a theme		Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly		Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis
	Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition		Link ideas across paragraphs using adverbials of time e.g. later; place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before		Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text
	Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!'		Use brackets, dashes or commas to indicate parenthesis		Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up
	Use apostrophes to mark plural possession e.g. the girl's name, the girls' names		Use commas to clarify meaning or avoid ambiguity		Use the colon to introduce a list and use of semi-colons within lists

	Use commas after fronted adverbials		Understand the following terminology: modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity		Use bullet points to list information Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover	
					Understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points	