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| **Year 5 - Autumn** | **Year 5 -Spring** | **Year 5 - Summer** |
| **Expected Standard** |
| **Spelling** | **Spelling** | **Spelling** |
| * Spell correctly some\* Y5 spelling list words and patterns taught so far

Spelling rules:* + Words with silent letter b
	+ Words that contain the letter string (ough)
	+ Homophones: cereal/serial, heard/herd steal/steel, stationery/ stationary father/farther
	+ Words ending in – ible
	+ Words ending in – able
	+ accompany according appreciate attached accommodate aggressive
	+ Words with silent t
	+ Words ending in –ibly and -ably
	+ rhyme rhythm symbol system forty curiosity
	+ Words ending –ent
	+ Words ending – ence
	+ Homophones: allowed aloud guessed guest passed past
* Use a dictionary independently without prompting to ensure spelling is correct
 | * Spell correctly many\* Y5 spelling list words and patterns taught so far

Spelling rules:* + The ee sound spelt ei
	+ Words ending in – ant, - ance, -ancy
	+ Words ending in shus spelt cious
	+ Words ending in shus spelt tious
	+ develop determined familiar definite awkward persuade
	+ Words ending in shul spelt cial or tial
	+ SF -advise practise advice practice

immediately suggest marvellous necessary programme recommend convenience muscle disastrous neighbour interfere average desperate temperature vegetable frequently equipment bruise nuisance recognise criticise embarrass excellent exaggerate especially interrupt* Use a dictionary independently without prompting to ensure spelling is correct
 | * Spell correctly most\* Y5 spelling list words and patterns taught so far
* Use a dictionary independently without prompting to ensure spelling is correct
 |
| **Punctuation** | **Punctuation** | **Punctuation** |
| * Use the range of punctuation taught Y1 – Y4 mostly correctly
* Begin to use parenthesis and commas to clarify meaning.
 | * Use the range of punctuation taught Y1 – Y4 mostly correctly
* Often to use parenthesis and commas to clarify meaning.
 | * Use the range of punctuation taught Y1 – Y4 mostly correctly
* Use parenthesis and commas to clarify meaning, mostly correctly
 |
| **Composition** | **Composition** | **Composition** |
| * Write effectively for the purpose and audiences covered so far, selecting language that shows awareness of the reader mostly correctly (put in examples from Autumn Curriculum)
* In narratives, begin to describe settings and characters
* Begin to balance dialogue in narratives
* Begin to use organisational and presentational devices to structure text and to guide the reader i.e headings/subheading, bullet points, underlining etc
 | * Write effectively for the purpose and audiences covered so far, selecting language that shows awareness of the reader mostly correctly (put in examples from Spring Curriculum)
* In narratives, describe settings and characters
* Balance dialogue in narratives
* Often, use organisational and presentational devices to structure text and to guide the reader i.e headings/subheading, bullet points, underlining etc
 | * Write effectively for purpose and audiences, selecting language that shows good awareness of the reader (put in examples from Spring Curriculum)
* Begin to integrate dialogue in narratives to convey character
* In narratives, describe settings and characters
* Use further organisational and presentational devices to structure text and to guide the reader i.e headings/subheading, bullet points, underlining etc
 |
| **Vocabulary** | **Vocabulary** | **Vocabulary** |
| * Begin to select vocabulary that reflects what the writing requires
 | * Often, select vocabulary that reflects what the writing requires
 | * Mostly appropriately, select vocabulary that reflects what the writing requires
 |
| **Sentence Structure & Grammar** | **Sentence Structure & Grammar** | **Sentence Structure & Grammar** |
| * Begin to use devices to build cohesion within paragraph (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, chains of reference)
* Use verb tenses consistently and correctly throughout their writing
 | * Often use devices to build cohesion within paragraph (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, chains of reference)
* Use verb tenses consistently and correctly throughout their writing
 | * Begin to select grammatical structures that the writing requires
* Use verb tenses consistently and correctly throughout their writing
* Use devices to build cohesion within paragraph (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, chains of reference)
 |
| **Editing** | **Editing** | **Editing** |
| * Propose changes to grammar and vocabulary to improve their writing
* Consistently proof reads for spelling and punctuation slips (Y1 – Y4 previously taught) independently before adult marking)
* Begin to proof read for spelling and punctuation slips (newly taught in Y5) independently before adult marking
 | * Propose changes to grammar and vocabulary to improve their writing
* Consistently proof reads for spelling and punctuation slips (Y1 – Y4 previously taught) independently before adult marking)
* Often proof reads for spelling and punctuation slips (newly taught in Y5) independently before adult marking
 | * Propose effective changes to grammar and vocabulary to improve their writing
* Consistently proof reads for spelling and punctuation slips (Y1 – Y4 previously taught) independently before adult marking
* Proof reads for spelling and punctuation slips (newly taught in Y5) independently before adult marking
 |
| **Handwriting**  | **Handwriting**  | **Handwriting**  |
| * Maintain correct formation in joined writing
 | * Maintain correct formation in joined writing
 | * Maintain correct formation in joined writing when writing at speed
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| Greater Depth |
| * Write effectively for a range of purposes and audiences, beginning to select the appropriate form and drawing on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
* Distinguish between the language of speech and writing and maintain the most appropriate register
* Maintain appropriate level of formality, beginning to manipulate grammar and vocabulary to achieve this
* Use the range of punctuation taught so far at key stage 2 correctly and, when necessary and begin to use such punctuation precisely to enhance meaning and avoid ambiguity
 | * Write effectively for a wider range of purposes and audiences, beginning to select the appropriate form and drawing on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
* Distinguish between the language of speech and writing and maintain the most appropriate register
* Maintain appropriate level of formality, beginning to manipulate grammar and vocabulary to achieve this
* Use the range of punctuation taught so far at key stage 2 correctly and, when necessary and begin to use such punctuation precisely to enhance meaning and avoid ambiguity
 | * Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
* Distinguish between the language of speech and writing and begin to choose the most appropriate register
* Exercise conscious control over levels of formality, beginning to manipulate grammar and vocabulary to achieve this
* Use the range of punctuation taught so far at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
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\*Most indicates that the statement is generally met with occasional slips

\*Some indicates that knowledge or skills is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent