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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 |
| 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 |

\*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