

Year 5 - Autumn	Year 5 - Spring	Year 5 - Summer
<b>Expected Standard</b>		
<b>Spelling</b>	<b>Spelling</b>	<b>Spelling</b>
<ul style="list-style-type: none"> <li>Spell correctly some* Y5 spelling list words and patterns taught so far</li> </ul> <p>Spelling rules:</p> <ul style="list-style-type: none"> <li>Homophones: cereal/serial, heard/herd steal/steel, stationery/ stationary father/farther</li> <li>Words ending in – able</li> <li>accompany according appreciate attached accommodate aggressive</li> <li>Words with silent t</li> <li>rhyme rhythm symbol system forty curiosity</li> <li>Words ending –ent</li> <li>Words ending – ence</li> <li>Homophones: allowed aloud guessed guest passed past</li> </ul> <ul style="list-style-type: none"> <li>Use a dictionary independently without prompting to ensure spelling is correct</li> </ul>	<ul style="list-style-type: none"> <li>Spell correctly many* Y5 spelling list words and patterns taught so far</li> </ul> <p>Spelling rules:</p> <ul style="list-style-type: none"> <li>The ee sound spelt ei</li> <li>Words with silent letter b</li> <li>Words ending in – ant, - ance, -ancy</li> <li>Words ending in shus spelt cious</li> <li>Words ending in shus spelt tious</li> <li>develop determined familiar definite awkward persuade</li> <li>Words Words ending in – ible</li> <li>ending in –ibly and –ably</li> <li>Adding suffixes beginning with vowel letters to words ending in –fer</li> <li>Words ending in shul spelt cial or tial</li> <li>Use of the hyphen</li> <li>Words that contain the letter string (ough)</li> <li>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</li> </ul> <ul style="list-style-type: none"> <li>Use a dictionary independently without prompting to ensure spelling is correct</li> </ul>	<ul style="list-style-type: none"> <li>Spell correctly most* Y5 spelling list words and patterns taught so far</li> </ul> <ul style="list-style-type: none"> <li>Use a dictionary independently without prompting to ensure spelling is correct</li> </ul>
<b>Punctuation</b>	<b>Punctuation</b>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>Use the range of punctuation taught Y1 – Y4 mostly correctly</li> <li>Begin to use parenthesis and commas to clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Use the range of punctuation taught Y1 – Y4 mostly correctly</li> <li>Often to use parenthesis and commas to clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Use the range of punctuation taught Y1 – Y4 mostly correctly</li> <li>Use parenthesis and commas to clarify meaning, mostly correctly</li> </ul>
<b>Composition</b>	<b>Composition</b>	<b>Composition</b>
<ul style="list-style-type: none"> <li>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)</li> <li>In narratives, begin to describe settings and characters</li> <li>Begin to balance dialogue in narratives</li> <li>Begin to use organisational and presentational devices to structure text and to guide the reader i.e headings/subheading, bullet points, underlining etc</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>In narratives, describe settings and characters</li> <li>Balance dialogue in narratives</li> <li>Often, use organisational and presentational devices to structure text and to guide the reader i.e headings/subheading, bullet points, underlining etc</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for purpose and audiences, selecting language that shows good awareness of the reader (put in examples from Spring Curriculum)</li> <li>Begin to integrate dialogue in narratives to convey character</li> <li>In narratives, describe settings and characters</li> <li>Use further organisational and presentational devices to structure text and to guide the reader i.e headings/subheading, bullet points, underlining etc</li> </ul>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<ul style="list-style-type: none"> <li>Begin to select vocabulary that reflects what the writing requires</li> </ul>	<ul style="list-style-type: none"> <li>Often, select vocabulary that reflects what the writing requires</li> </ul>	<ul style="list-style-type: none"> <li>Mostly appropriately, select vocabulary that reflects what the writing requires</li> </ul>
<b>Sentence Structure &amp; Grammar</b>	<b>Sentence Structure &amp; Grammar</b>	<b>Sentence Structure &amp; Grammar</b>
<ul style="list-style-type: none"> <li>Begin to use devices to build cohesion within paragraph (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, chains of reference)</li> <li>Use verb tenses consistently and correctly throughout their writing</li> </ul>	<ul style="list-style-type: none"> <li>Often use devices to build cohesion within paragraph (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, chains of reference)</li> <li>Use verb tenses consistently and correctly throughout their writing</li> </ul>	<ul style="list-style-type: none"> <li>Begin to select grammatical structures that the writing requires</li> <li>Use verb tenses consistently and correctly throughout their writing</li> <li>Use devices to build cohesion within paragraph (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, chains of reference)</li> </ul>
<b>Editing</b>	<b>Editing</b>	<b>Editing</b>
<ul style="list-style-type: none"> <li>Propose changes to grammar and vocabulary to improve their writing</li> <li>Consistently proof reads for spelling and punctuation slips (Y1 – Y4 previously taught) independently before adult marking)</li> <li>Begin to proof read for spelling and punctuation slips (newly taught in Y5) independently before adult marking</li> </ul>	<ul style="list-style-type: none"> <li>Propose changes to grammar and vocabulary to improve their writing</li> <li>Consistently proof reads for spelling and punctuation slips (Y1 – Y4 previously taught) independently before adult marking)</li> <li>Often proof reads for spelling and punctuation slips (newly taught in Y5) independently before adult marking</li> </ul>	<ul style="list-style-type: none"> <li>Propose effective changes to grammar and vocabulary to improve their writing</li> <li>Consistently proof reads for spelling and punctuation slips (Y1 – Y4 previously taught) independently before adult marking)</li> <li>Proof reads for spelling and punctuation slips (newly taught in Y5) independently before adult marking</li> </ul>
<b>Handwriting</b>	<b>Handwriting</b>	<b>Handwriting</b>
<ul style="list-style-type: none"> <li>Maintain correct formation in joined writing</li> </ul>	<ul style="list-style-type: none"> <li>Maintain correct formation in joined writing</li> </ul>	<ul style="list-style-type: none"> <li>Maintain correct formation in joined writing when writing at speed</li> </ul>
<b>Greater Depth</b>		
<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, beginning to select the appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for a wider range of purposes and audiences, beginning to select the appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, selecting the appropriate form and</li> </ul>

<p>form and drawing on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</p> <ul style="list-style-type: none"> <li>• Distinguish between the language of speech and writing and maintain the most appropriate register</li> <li>• Maintain appropriate level of formality, beginning to manipulate grammar and vocabulary to achieve this</li> <li>• 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</li> </ul>	<p>form and drawing on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</p> <ul style="list-style-type: none"> <li>• Distinguish between the language of speech and writing and maintain the most appropriate register</li> <li>• Maintain appropriate level of formality, beginning to manipulate grammar and vocabulary to achieve this</li> <li>• 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</li> </ul>	<p>drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</p> <ul style="list-style-type: none"> <li>• Distinguish between the language of speech and writing and begin to choose the most appropriate register</li> <li>• Exercise conscious control over levels of formality, beginning to manipulate grammar and vocabulary to achieve this</li> <li>• 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</li> </ul>
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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