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| **Year 5** | | | | | | | |
| **Spelling, Punctuation and Grammar** | | | | | | | |
| I can use prefixes and suffixes effectively. |  |  |  |  |  |  |  |
| I can spell words with silent letters. |  |  |  |  |  |  |  |
| I can distinguish between homophones. |  |  |  |  |  |  |  |
| I can use capital letters, full stops, question marks, exclamation marks, and commas. |  |  |  |  |  |  |  |
| I can use brackets, dashes and commas to indicate parenthesis. |  |  |  |  |  |  |  |
| I can use commas to clarify meaning or avoid ambiguity. |  |  |  |  |  |  |  |
| I can use relative clauses (for example, who, which, where, when etc) |  |  |  |  |  |  |  |
| I can use nouns, pronouns and tenses accurately and consistently throughout. |  |  |  |  |  |  |  |
| I can use pronouns to avoid repetition. |  |  |  |  |  |  |  |
| I can indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must). |  |  |  |  |  |  |  |
| I can use more sophisticated conjunctions ( for example, although, however, nevertheless) |  |  |  |  |  |  |  |
| **Handwriting** | | | |  |  |  |  |
| I can write legibly, fluently and with increasing speed. |  |  |  |  |  |  |  |
| **Text structure and organisation** | | | |  |  |  |  |
| I can consistently organise my work into paragraphs in a range of text types. |  |  |  |  |  |  |  |
| I can build cohesion within a paragraph (for example then, after that, firstly) |  |  |  |  |  |  |  |
| I can use presentational devices to guide the reader (e.g. headings, bullet points and underlining) |  |  |  |  |  |  |  |
| I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly). |  |  |  |  |  |  |  |
| I can link clauses in sentence using a range of subordinating and coordinating conjunctions. |  |  |  |  |  |  |  |
| I can accurately adapt sentence structure to text type. |  |  |  |  |  |  |  |
| **Composition and effect** | | | |  |  |  |  |
| I can select interesting strategies to move a story forward (e.g. characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera). |  |  |  |  |  |  |  |
| I can develop characters and describe settings, feelings and emotions. |  |  |  |  |  |  |  |
| I can use linguistic features like personification to make my writing more interesting. |  |  |  |  |  |  |  |
| I can select appropriate vocabulary to enhance the meaning. |  |  |  |  |  |  |  |
| I can add expanded noun phrases to make sentences more precise and detailed. |  |  |  |  |  |  |  |
| I can recognise vocabulary and structures that are appropriate for formal writing. |  |  |  |  |  |  |  |
| I can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction). |  |  |  |  |  |  |  |
| I can use a range of sentence openers – judging the impact or effect needed. |  |  |  |  |  |  |  |
| I can write for a range of purposes (myths, legends, stories, play-scripts, instructions, recounts, persuasive writing, letters, leaflets, articles, debates and poetry). |  |  |  |  |  |  |  |