Year 5 Writing

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| Transcription |  |  |  |  |
| *I add some prefixes and suffixes.* |  |  |  |  |
| *I can spell some words that include silent letters.* |  |  |  |  |
| *I know some words sound the same but are spelled differently.* |  |  |  |  |
| *I use the words and word parts that I know to help me spell new words but I also know some words need to be learnt individually.* |  |  |  |  |
| *I am beginning to use a dictionary to check how words are spelled and what words mean.* |  |  |  |  |
| *I use the first three letters of a word to quickly find it in a dictionary.* |  |  |  |  |
| *I am beginning to use a thesaurus to improve my vocabulary use, finding a wider set of different words in my text.* |  |  |  |  |
| Handwriting |  |  |  |  |
| *I make sure others can read my handwriting.* |  |  |  |  |
| *I often choose the writing tool that is best suited for a task.* |  |  |  |  |
| Composition |  |  |  |  |
| *I am beginning to plan the structure of my writing by thinking about the audience for my text and the purpose of the writing.* |  |  |  |  |
| *I plan my writing by making notes and then develop my initial ideas.* |  |  |  |  |
| *I plan my writing by using ideas from how other authors have developed their characters and settings.* |  |  |  |  |
| *I draft and write by selecting grammar and vocabulary to enhance my work.* |  |  |  |  |
| *I review my work to add description to develop settings and characters.* |  |  |  |  |
| *I can precis a passage to create a sentence with the same meaning.* |  |  |  |  |
| *I am beginning to use details across my texts to help link paragraphs together into a full text.* |  |  |  |  |
| *I use headings and bullet points to structure my writing.* |  |  |  |  |
| *I beginning to evaluate and edit my work to think about whether it can be improved based on what I have read.* |  |  |  |  |
| *I edit my texts to improve their content.* |  |  |  |  |
| *I use the correct tense throughout a piece of writing.* |  |  |  |  |
| *I am beginning to use singular and plural words accurately and I know my writing should not be the language of speech.* |  |  |  |  |
| *I can read through my work to correct some spelling and punctuation mistakes.* |  |  |  |  |
| *I read aloud my own work so the meaning is clear to the listeners.* |  |  |  |  |
| Vocabulary Grammar Punctuation |  |  |  |  |
| *I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.* |  |  |  |  |
| *I use brackets, dashes or commas to create an explanation section in a sentence.* |  |  |  |  |
| *I can talk about my work using the learning from my Year 5 grammar list.* |  |  |  |  |
| *I begin sentence clauses with who, which, where, when, whose, that or with.* |  |  |  |  |
| *I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].* |  |  |  |  |
| *I understand a range of verb prefixes (such as dis-, de-, mis-, over- and re-).* |  |  |  |  |
| *I can make the structure in my paragraph more interesting by using word structures such as then, after that, this, firstly.* |  |  |  |  |
| *I know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].* |  |  |  |  |
| *I use commas to structure my sentences and clarify the meaning of a text.* |  |  |  |  |



Year 5

September Level \_\_\_\_\_\_

End of Year Target \_\_\_\_

Autumn 1 \_\_\_\_

Autumn 2 \_\_\_\_

Spring 1 \_\_\_\_

Spring 2 \_\_\_\_

Summer 1 \_\_\_\_

Summer 2 \_\_\_\_