



Year 5 National Standards
5c, 5b, 5a
WRITING

I can use the first three or four letters of a word to check spelling in a dictionary.

I can use knowledge of morphology and etymology and understand that the spelling of some words need to be learnt specifically.

I can use a thesaurus.

I know and can use the 'i before e' rule and exceptions

I can spell words with the endings -cious and -tious

I can spell words with the endings -ible and -able.

I can spell words with 'silent' letters, e.g. knight, psalm, solemn

I can use and understand further prefixes and suffixes.

I can show degrees of possibility using adverbs e.g. perhaps/surely or modal verbs e.g. might, should, will, must.

I can convert nouns or adjectives into verbs using suffixes eg. -ate, -ise, -ify.

I can use commas to clarify meaning or avoid ambiguity.

I can use devices to build cohesion (links) within a paragraph, e.g. then, after that, firstly, this.

I can use relative clauses beginning with who, which, where, when, whose and that.

According to audience, purpose and context, my writing demonstrates appropriate use of expanded noun phrases to express complicated information concisely.

In writing narrative, I am beginning to consider how authors have developed characters and settings in what I have read, listened to or seen performed.

I am beginning to use similar writing as a model for my own composition.

I can select the appropriate form for my writing.

Use the features of the given genre for Year 5.

I can identify the audience for and purpose for my writing.

I can include dialogue appropriate to the character's personality or advance the action.

In narrative, I am beginning to describe settings, character and atmosphere.

The setting can be used as a 'sympathetic background' to the characters' situations, e.g. a thunderstorm for the dangerous parts with the sun coming out

I am beginning to select appropriate grammar and vocabulary to clarify and enhance meaning.

The structure and organisation of my writing is informed by its audience, purpose and context, through the use of paragraphs to organise information and ideas around a theme.

I perform my own compositions, and beginning to use intonation, volume and movement so that the meaning is clearer.

I can proof-read what I have written to check for errors in spelling, grammar (including tense) and punctuation.

I can use a range of devices to build cohesion within and across paragraphs

E.g. Linking ideas within and across paragraphs, using adverbials of time (e.g. later), place (e.g. nearby), and number (e.g. secondly, before).

I can ensure the correct subject and verb agreement throughout my writing.

I can use some organisational and presentational devices to structure text and to guide the reader, e.g. headings, statements, underlining, columns, bullets or tables

Use the features of the given genre for Year 5.

I can ensure correct use of tense throughout the writing in singular.

I can suggest some changes to grammar and vocabulary to enhance effects and clarify meaning.

Spelling

Grammar

Grammar

Composition
(Plan my ideas)

Composition
(Draft and Write)

Composition
(Draft and Write)

Composition
(Evaluate and edit)