

SPOKEN WORD	YEAR 5: WRITING		
Participation & presentation	Spelling & handwriting	Composition	Vocab., grammar and presentation
I can develop, explore and speculate about ideas	I can spell some words with silent letters	I can use connectives, within a paragraph, to link sentences e.g. secondly, in addition, furthermore	My vocabulary choices are more thoughtful using a thesaurus to extend range of words used (settings, characters, atmosphere)
I can articulate and justify arguments and opinions with evidence and I recognise different points of view	I can distinguish between homophones and other words that are often confused	I can use further presentational devices to structure text and guide the reader	I can convert nouns or adjectives into verbs using suffixes (e.g. ate; -ise; -ify)
I can adopt a formal role in discussion e.g. chair, spokesperson	I can use a dictionary and a thesaurus to find the spelling and meaning of words	I can control the structure of my paragraphs to shape the story e.g. 5 paragraph structure involving a build-up, conflict and resolution	I can use modal verbs or adverbs to indicate possibility
I can project voice for larger audience	I can spell words with the endings cious and tious	I can use shifts in time and place to shape a story and guide the reader through the text e.g. by introducing a new section to draw attention to the main event	I can ensure the consistent and correct use of tense throughout a piece of writing
I can use standard English as necessary	I know how to use the 'i before e' rule following a c	I can select the appropriate formal language for my writing, using similar writing as a model	I can proof-read for spelling and punctuation errors
I can rehearse and perform poems and plays competently for an audience	I can choose the writing implement that is best suited for a task	I can assess the effectiveness of my own and others work and suggest improvements	I can write in a given style successfully if they refer to the 'tricks of the trade'
	I can choose which shape of a letter to use when given choices and make a decision about whether or not to join specific letters	I can develop my characters through the story to help move the story forward	I can identify the audience and purpose for my writing
	My handwriting shows increasing legibility, consistency and quality	I can include some significant interaction between characters through action, description, and characters responses.	I can choose words for deliberate effect, including expanded noun phrases, and change vocabulary, grammar and punctuation to enhance effect and clarify meaning
			Can use grammar to show degrees of uncertainty e.g. modal verbs (could, might), adverbs (perhaps, maybe)
			I can use relative clauses beginning with: who, which, where, when, whose and that
			In my writing, the setting is used to create mood

			In writing, characterisation is evident, through direct and reported speech
			I can use a colon to introduce a list
			Throughout my writing, the subject/verb agreement is used correctly