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| Year 5 Writing Standards | | |
| A child will have met the Year 5 ‘standard’ by successfully achieving each of these statements.  **Highlighted steps in bold are key performance Indicators for year group** | | |
|  | Step | Secure within step |
| Composition | I can draft and write by selecting appropriate vocabulary and grammar including that within English Appendix 2 |  |
| **I can plan my writing by identifying the audience using models similar to my own** |  |
| **I can give feedback on and improve my own writing as well as others** |  |
| **I can draft and write by using organisational features such as headings, bullet-points and underlining** |  |
| I can draft and write by using devices to build cohesion within paragraphs e.g. then, after that, this, firstly |  |
| **I can draft and write narratives describing characters, settings and atmosphere from what I have read in other stories and plays** |  |
| I can draft and rewrite by summarising longer passages |  |
| **I can evaluate/edit by ensuring constant use of tense throughout** |  |
| I can proof-read and give feedback on spelling errors linked to spelling statements for year 5. |  |
| **I can proof-read checking for errors including use of brackets, dashes, or commas** |  |
| I can confident performing my own compositions aloud using the correct tone and controlling the volume so the meaning is clear |  |
| Handwriting | **I can increasingly use the diagonal and horizontal strokes that are needed to join letters.** |  |
| I can write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task |  |
| Vocabulary, grammar and punctuation | I can use relative clauses beginning with who, which, where, when, whose, that |  |
| **I can use words that indicate possibility using adverbs e.g. perhaps, surely, might, should, will, must** |  |
| **I can use devices to build cohesion within paragraphs e.g. Then, after that, this, firstly** |  |
| I can use brackets, dashes or commas to indicate parenthesis |  |
| **I can use commas to clarify meaning in phrases** |  |
| I understand the following words: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity |  |
| Spelling | I can spell words that sound like ‘shush’ spelt –cious or –tious e.g. vicious, delicious, cautious |  |
| I can spell words that sound like ‘shil’ spelt ‘-cial, or tial e.g. official, partial |  |
| I can spell words ending in –an, -ancy/ance/ence/ency e.g. tolerance/tolerancy |  |
| I can spell words ending in –able and –ible also –ably and ibly e.g. possible, possibly |  |
| I can spell words containing the letter string ‘ough’ e.g. bought, rough, through |  |
| I can spell some words with ‘silent’ letters e.g. knight, psalm, solemn |  |
| **I can use what I know about words to understand that the spelling of some words need to be learnt. See Appendix 1** |  |
| I can use the first three or four letters of a word to check spelling and meaning using a dictionary |  |
| I can use a thesaurus effectively |  |