



YEAR FIVE			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
	On track for Expected Standard (EXS):	On track for Expected Standard (EXS):	Expected Standard (EXS):
	<i>The pupil can, after discussion with the teacher:</i>	<i>With increasing stamina for writing, the pupil can, after discussion with the teacher:</i>	<i>The pupil has a positive attitude and stamina when writing for different purposes.</i>
Transcription (Spelling and Handwriting)	<ul style="list-style-type: none"> Spell correctly most words from the Y3/4 word list and some from the Y5/6 word list taught so far Apply spelling rules taught so far mostly accurately Begin to use prefixes and suffixes appropriately (-ous, -tion/-sion/-cian/-ssion, -able/-ible, -ably/-ibly) Letters are shaped precisely and joined accurately. 	<ul style="list-style-type: none"> Spell correctly most words from the KS2 word lists. Apply spelling rules taught so far mostly accurately in independent writing, including some words with silent letters (e.g. island, doubt, knight) From those taught, understand the difference between homophones and other words often confused. 	<ul style="list-style-type: none"> Spell correctly most words from Y5/6 word lists. Can add a range of prefixes and suffixes appropriately and can spell most homophones. Use dictionaries with ease to check spelling or meaning. Use a thesaurus for alternative word choices. Write legibly, fluently and with increasing speed.
Composition	<ul style="list-style-type: none"> Plan and write by identifying the audience and purpose, selecting the form and using example texts to help me. Plan my writing by noting down my ideas from reading (and sometimes research) Plan, compose, edit and refine writing for a non-fiction text ensuring features of a specific form are applied and language and grammatical features are used appropriately Draft and write by choosing appropriate grammar and vocabulary for meaning and impact. Use a variety of stylistic features for purpose and effect (e.g. alliteration, simile, metaphors, personification) 	<ul style="list-style-type: none"> Draft and write by: <ul style="list-style-type: none"> using a range of devices to develop my paragraphs in detail (e.g. adverbials, pronouns, conjunctions) using a variety of techniques to engage the reader (e.g. build tension, comment, opinion, rhetorical questions, reflection) describing settings, characters and atmosphere, and using dialogue to advance the action. Evaluate and edit by assessing the effectiveness of own writing, including using a wider range of sentence structures. Proofread for spelling and punctuation. 	<ul style="list-style-type: none"> Draft and write by: <ul style="list-style-type: none"> establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader (e.g. link between opening and ending) changing paragraph accurately and consistently using other devices (e.g. headings bullets, diagrams) to organise and present my writing and to guide the reader. Evaluate and edit by: <ul style="list-style-type: none"> making changes to grammar, vocabulary and punctuation to improve impact using tense correctly throughout a piece of writing.
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Understand and use nouns, adjectives and pronouns Use consistently a wide range of punctuation (e.g. question marks, exclamation marks, commas, apostrophes) Recognise and use abstract nouns (e.g. pain, laughter) Use expanded noun phrases to give complicated information concisely (e.g. the dark green door with crumbling bricks on either side) 	<ul style="list-style-type: none"> Recognise main and subordinate clauses, and phrases, and can use them to write to construct sentences in different ways Use commas to make meaning clear (e.g. <i>Before leaving, the children grabbed their coats.</i>) Use the perfect form of verbs to show time and cause (e.g. Sally was tired because she had been skipping) Make appropriate tense choices (simple past/past progressive) 	<ul style="list-style-type: none"> Accurate use of verb tenses throughout writing Model verbs successfully used within writing to indicate degree of possibility (may/could, nearly/definitely/always) Begin clauses with who, which, where etc or with an implied relative pronoun. (e.g. Stanley arrived at the house, which stood at the top of the hill) Use brackets or commas to indicate parenthesis.
	On track for Greater Depth (GDS):	On track for Greater Depth (GDS):	Greater Depth (GDS):
Transform for GDS	<ul style="list-style-type: none"> Independently adapt language choices based on the audience and the intended impact on the reader. Write for more than one audience, managing changes in content, features and levels of formality. Embed one text-type within another, controlling the writing and maintain the overall purpose. Use a wide range of clause structures, sometimes varying their position within a sentence. Follow the rules of Standard English (subject verb agreement, consistency of tense, avoidance of slang, avoidance of double negatives, avoidance of adjectives as adverbs.) 	<ul style="list-style-type: none"> Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing Start to build cohesion within a paragraph (e.g. some use of pronouns, conjunctions and reference chains) Independently enhance the effectiveness of writing through reading, evaluating and re-drafting Use suffixes to convert from one word class to another (e.g. -ate, -ise, -ify/-ness, -ment/-ful, -ous) 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing Distinguish between the language of speech and writing Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Use a range of punctuation, including colons correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity