

<b>YEAR 5 ENGLISH: WRITING: SPELLING</b>	
Use verb prefixes dis – de – mis – over and –re	
Convert nouns or adjectives into verbs using suffixes such as –ate –ise -ify	
Spell some words with 'silent' letters [for example, knight, psalm, solemn]	
Spell correctly most words on the year 3/4 spelling list and some from the year 5/6 spelling list and continue to distinguish between and spell common homophones	
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	
Use the first 3 letters of the word to check the spelling, meaning of words in a dictionary	
Use a thesaurus to select and use synonyms	
<b>ENGLISH: WRITING: PUNCTUATION</b>	
Use commas accurately, including to avoid ambiguity	
Using brackets, dashes or commas to indicate parenthesis	
<b>Begin to use colons, semi colons and hyphens</b>	
Use punctuation required for direct speech accurately	
<b>ENGLISH: WRITING: HANDWRITING AND PRESENTATION</b>	
Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	
<b>ENGLISH: WRITING: ORGANISATION AND RANGE</b>	
Know that different text types are organized in different ways to guide the reader and can use a different level of formality	
Using a wide range of devices to build cohesion within paragraphs in non-fiction using further organisational and presentational devices to structure text and to guide the reader (for example headings, bullet points, underlining)	
Use a range of conjunctions and adverbials of time and place to build cohesion within and across paragraphs e.g. :adverbials of time (for example later), place (for example nearby) and number (for example secondly)	
<b>ENGLISH: WRITING: PLANNING AND DRAFTING</b>	
Plan their writing by identifying the audience for and purpose of the writing, and selecting the appropriate form (formal or informal) and language	
Use dialogue as a way of conveying character and advancing the action	
Selecting appropriate vocabulary which shows good awareness of the reader, understanding how such choices can change and enhance meaning	
In narratives , describe settings and characters and begin to describe atmosphere	
<b>ENGLISH: WRITING: EDITING AND READING ALOUD</b>	
Evaluate and edit by assessing the effectiveness of their own writing proposing changes to vocabulary, grammar, spelling and punctuation to enhance effects and clarify meaning	
Ensuring the consistent use of tense throughout a piece of writing	
Ensuring correct subject and verb agreement when using singular and plural	
<b>Perform their own compositions, using appropriate volume so that meaning is clear</b>	
<b>ENGLISH: WRITING: GRAMMAR</b>	
Recognising vocabulary and structures that are appropriate for formal writing and maintain these throughout a piece of writing	
Use the perfect form of verbs to mark relationships of time and cause – i.e. past perfect for a flash back	
Using expanded noun phrases to convey complicated information concisely	
Use modal verbs or adverbs to indicate degrees of possibility	
Add relative clauses, using commas for punctuation, and using accurate relative pronouns (who, which, whose, whom, that)	

**BOLD Statements needed for Greater Depth**

EME – EMERGING	WTS – WORKING TOWARDS	EXP - EXPECTED STANDARD	GD – GREATER DEPTH
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