**Year 5/6 – English age related expectations**

**Transcription**

* I can use the suffixes -ate, -ise and -ify (e.g. classify, criticise, motivate). I can use the prefixes dis-, de-, mis-, over- and re- (e.g. disown, demist, misplace, overturn, repaint).
* I can spell trickier homophone words and know when to use them (e.g. license and licence).
* I can use a range of spelling strategies to spell unfamiliar words.
* I can spell more complex silent letter words (e.g. psalm, solemn, doubt).
* I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
* I can use a thesaurus to find more ambitious synonyms and alternative antonyms.
* I can use a range of linking devices within and across my paragraphs (e.g. conjunctions, adverbials of time and place, referring back to people using pronouns, synonyms).
* In non-fiction writing, I can use simple devices, such as headings, sub-headings and bullet points) to structure my writing, and make it easier for the reader to understand.
* I can reread my writing (and the work of others) and assess its effectiveness.
* I can make changes to my vocabulary, grammar and punctuation to clarify meaning and add further interest for the reader.
* I can check for the consistent and correct use of tense throughout a piece of writing.
* I can check that my vocabulary and grammatical structures reflect the genre of writing (e.g. using contracted words in dialogue; using passive verbs to present more formal information; using modal verbs to show possibility).

**Handwriting and Presentation**

* I can write using a fluent, legible and speedy handwriting style.
* I can choose the writing implement that is best suited for a task.
* I can proof-read for spelling and punctuation errors.
* I can perform my own writing confidently.

**Composition**

* I can use ideas from my own reading to plan a piece of writing for a particular audience and purpose.
* I can make notes to plan a piece of writing.
* I can use ideas from known authors to plan effective settings and characters.
* I choose the correct grammar and vocabulary to match the style of writing.
* I can describe settings, characters and atmosphere to interest the reader.
* I can add dialogue to give clues about a character and move on a story.
* I can recognise that certain features of spoken language (e.g. contracted words, colloquial language, question tags) are less likely to be used in writing.
* I can use some passive verbs structures in formal writing (e.g. They were traditionally worn by…)
* I can use conversational language; idioms, colloquialisms, clichés and slang; question tags, direct reference to the reader, and contracted words in speech and informal writing where appropriate (e.g. You don’t believe in ghosties and ghoulies, do you?)
* I can use expanded noun phrases to convey complicated information concisely (e.g. the dialect building with the boarded- up entrance)
* I can use modal verbs or adverbs to indicate degrees of possibility (e.g. perhaps, surely, might, must)
* I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

**Vocabulary, Grammar and Punctuation**

* I can use a colon to introduce a list.
* I can use commas to clarify meaning or avoid ambiguity (e.g. don’t shoot, Grandma!).
* I can use hyphens to avoid ambiguity (e.g. man-eating shark).
* I can use brackets, dashes or commas to indicate parenthesis (e.g. Tutankhamen, the Egyptian ruler, died at a young age).
* I can use semi-colons to mark boundaries between independent clauses where a co-ordinating conjunction could have been used (e.g. He raced into the darkness; he could hear his mother’s voice in his head).
* I can use bullet points consistently.
* I can use colons to mark boundaries between independent clauses where the second clause expands the first clause (e.g. They all knew his secret: he was a secret agent).
* I can use dashes to mark boundaries between independent clauses in more informal writing (e.g. It felt like forever – the longest six minutes of my life!).

**Spoken Language**

* I can listen and respond appropriately to adults and my peers.
* I can ask relevant questions to extend my understanding and knowledge.
* I can use my reading and other experiences to build my vocabulary.
* I can justify my answers, arguments and opinions.
* I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings.
* I can join in collaborative conversations, staying on topic and initiating and responding to comments.
* I can discuss my predictions clearly and confidently.
* I can change the tone and volume of my voice to effectively communicate.
* I can listen to different viewpoints and build on the contributions of other.
* I can keep the interest of the listener(s).
* I can participate in discussions, presentations, performances, role play, improvisations and debates.
* I can speak using Standard English.