

# Year 5

Name	Date and genre of work:									Collection
Working Towards the expected standard in Y5										
The pupil can, after discussion with the teacher:										
Transcription: Spelling										
Spell some Year 5/6 spelling words										
Spell words with a range of suffixes e.g. ly, tion, ous (See spelling appendix for full list)										
Transcription: Handwriting										
increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]										
Composition:										
write effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and an increasing range of sentence structures										
Organise paragraphs around a theme										
Achieve cohesion by effectively using a range of fronted adverbials										
Proofread for spelling and punctuation errors, independently using the dictionary/word banks using the first 2 or 3 letters of a word.										
Vocabulary, grammar and punctuation										
Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]										
Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]										
Extend range of sentences by using noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)										
use commas after fronted adverbials										
Working at the expected standard in Y5										
The pupil can, after discussion with the teacher:										
Transcription: Spelling										
Use a range of suffixes or prefixes taught In year 5 (e.g. Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify], Verb prefixes [for example, dis-, de-, mis-, over- and re-]										
Spell some homophones and other words that are confused (see Appendix for examples)										
Spell many year 5/6 spelling words										
Transcription: Handwriting										
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										
Composition:										
Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]										

# Year 5

Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]							
Reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar, using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] when needed							
proofread for spelling and punctuation errors, using a dictionary to check spelling and meaning of words							
<b>Vocabulary, grammar and punctuation</b>							
Use brackets, dashes or commas to indicate parenthesis							
Use commas to clarify meaning or avoid ambiguity							
Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun							
Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]							
<b>Working at greater depth within the expected standard in Y5</b>							
<b>The pupil can, after discussion with the teacher:</b>							
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning							
Summarise longer passages when necessary, using precise vocabulary and with the reader in mind.							
distinguish between the language of speech and writing and choose the appropriate register							
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 (e.g. literary language, characterisation, structure)							
spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary							

Year 5/6 Spelling words: Accommodate; Accompany; According; Achieve; Aggressive; Amateur; Ancient; Apparent; Appreciate; Attached; Available; Average; Awkward; Bargain; Bruise; Category; Cemetery; Committee; Communicate; Community; Competition; conscience\*; conscious\*; controversy; convenience; correspond; criticise (critic + ise); curiosity; definite; desperate; determined; develop; dictionary; disastrous; embarrass; environment; equip (–ped, –ment); especially; exaggerate; excellent; existence; explanation; familiar; foreign; forty; frequently; government; guarantee; harass; hindrance; identity; immediate(ly); individual; interfere; interrupt; language; leisure; lightning; marvellous; mischievous; muscle; necessary; neighbour; nuisance; occupy; occur; opportunity; parliament; persuade; physical; prejudice; privilege; profession; programme; pronunciation; queue; recognise; recommend; relevant; restaurant; rhyme; rhythm; sacrifice; secretary; shoulder; signature; sincere(ly); soldier; stomach; sufficient; suggest; symbol; system; temperature; thorough; twelfth; variety; vegetable; vehicle; yacht;