Year 5

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 tist) Transcription: Handwriting Increase the legibility, consistency and quality of their handwriting, [for example, the pushing 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 inch 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 in the first 2 or 3 letters or 4 word. Vocabulary, grammar and punctuation or example, the girts name, the girts names are the proofing clause; end punctuation within inverted commas: The conductor shouted, 'Sit down!'] 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 plura possession [for example, the girts name, the girts name, the girts 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 Tepupil can, after discussion with the teacher: Transcription: Spelling 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 Compo	Name Date and genre of wor	k:				<u>_</u>
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	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						
Vocabulary, grammar and punctuation						
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]						
Working at greater depth within the expect	ed stan	dard	n Y5			
The pupil can, after discussion with the teacher:						
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						
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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;