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| **Year 5 Writing Statements** |
| **Spelling** |
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| * I can use further prefixes and suffixes and understand how to add them (e.g. cious, tious, cial, tial, ence, ance, able, ibly).
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| * I can spell some words with silent letters e.g. knight, psalm, solemn.
 |
| * I can spell further homophones e.g. cereal/serial, practise/practice.
 |
| * I can apply spelling rules from English Appendix 1.
 |
| * I can learn common Year 5/6 words without specific patterns.
 |
| * I can use the first three or four letters of a word to check spelling.
 |
| * I can use dictionaries to check spelling and meaning of words.
 |
| * I can use a thesaurus.
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| * I can convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, ify.
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| * I can use verb prefixes e.g dis-, de-, mis-, over-, re-.
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| **Being a writer** |
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| * I can plan my writing by identifying the audience and purpose of the writing.
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| * I can choose the appropriate form of writing and use its features.
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| * I can note and develop initial ideas, drawing on reading and research.
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| * I can plan, draft, write and edit my writing to ensure that it is improved.
 |
| * I can use organisation and presentational devices to structure the text and guide the reader e.g. headings, bullet points, underlining.
 |
| * I can write paragraphs that make sense if read alone.
 |
| * I can write cohesively and at length.
 |
| * I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
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| * I can use ideas authors use to develop characters and settings in narratives.
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| * I can describe settings, characters and atmosphere in narrative.
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| * I can integrate dialogue to show character and advance the action.
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| * I can assess the effectiveness of my own and other's writing and suggest improvements.
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| * I can suggest changes to vocabulary, grammar and punctuation.
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| * I can proof-read to check for spelling and punctuation errors.
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| * I can perform my compositions, using tone, volume and movement so the meaning is clear.
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| * I can use a consistent tense throughout my piece of writing.
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| **Presentation** |
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| * I can write legibly, fluently and with increasing speed.
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| * I know what standard of handwriting is appropriate for the task e.g. note-making, labelling diagrams, algebra
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| **Punctuation** |
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| * I can use basic punctuation (capital letters, full stops, question/exclamation marks) accurately.
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| * I can use speech punctuation accurately.
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| * I can use apostrophes for possession and omission.
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| * I am beginning to use pairs of brackets, dashes and commas to indicate parenthesis.
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| * I can use an ellipsis for effect.
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| * I can use commas to clarify meaning or avoid ambiguity in writing.
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| **Sentences** |
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| * I can use a wider range of conjunctions and cohesive devices e.g. additionally, furthermore, in contrast, most of all, for example.
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| * I can use fronted adverbials to say when things are done e.g. Later that day, … /Throughout the night, …
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| * I can use fronted adverbials to say where things are done (ing verb clauses) e.g. Walking down the street, … / Glancing up, he …
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| * I can use fronted adverbials to say how things are done (ly clauses) e.g. Quickly scurrying along, the mouse…
 |
| * I can use expanded 'ed' clauses to begin sentences e.g. Encouraged by the bright weather, Jane set off on her walk.
 |
| * I can use relative clauses beginning with who, which, where, when, whose or that.
 |
| * I can write a sentence of three for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat.
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| * I can use subordinate clauses and manipulate where to use them in sentences.
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| * I can use short sentences for emphasis and to move action on quickly.
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|  **Vocabulary** |
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| * I can use adverbs to show degrees of possibility e.g. perhaps, surely, certainly, definitely, probably, clearly, possibly.
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| * I can use modal verbs e.g. might, should, will, must, could
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| * I can select appropriate yet adventurous adjectives, verbs, nouns and adverbs.
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| * I can use adverbial phrases (modify verbs or adjectives) in my writing.
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| * I can use some empty words in my writing e.g. Somehow someone had broken the pen.
 |
| * I can use onomatopoeia for effect.
 |
| * I can use similes, metaphors and personification.
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