



Year 5 Autumn Term			
Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting/Presentation
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> ▶ Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> ▶ Use verb tenses consistently and correctly throughout their writing. ▶ Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i> ▶ Demarcate complex sentences using commas in order to clarify meaning. ▶ Identify and use punctuation to indicate parenthesis, e.g. <i>commas, brackets and dashes.</i> <p>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></p> <ul style="list-style-type: none"> ▶ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i> ▶ Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i> ▶ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i> <p>Drafting and Writing – these targets will be taught throughout the Autumn Term (linked directly to VGP targets)</p> <ul style="list-style-type: none"> ▶ Select <i>appropriate</i> structure, vocabulary and grammar across a range of purposes and audiences. ▶ Blend action, dialogue and description within and across paragraphs. ▶ Use different sentence structures with increasing control (see VGP). ▶ Use devices to build cohesion (see VGP). ▶ Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i> ▶ Develop settings and characterisation using vocabulary to create e.g. emphasis, humour, atmosphere, suspense. 		<p>As above and:</p> <ul style="list-style-type: none"> ▶ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list). ▶ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 	
		<p>As above and:</p> <ul style="list-style-type: none"> ▶ Write fluently using a joined style as appropriate for independent writing. 	

The following statements should be taught throughout the year to ensure breadth of study. A child’s overall judgement will not be affected if they are not met.

Year 5 Spring Term			
Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting/Presentation
<ul style="list-style-type: none"> ▶ Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> 	<p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Proofread for spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation and volume. 	<ul style="list-style-type: none"> ▶ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list). 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Write fluently using a joined style as appropriate for independent writing.

All of the above statements and at least some of the statements in the wider learning indicators should be achieved to gain an overall judgement of ‘greater depth’.

Year 5 Summer Term			
Composition		Transcription	
Vocabulary, grammar, punctuation	Composition	Spelling	Handwriting/Presentation
<ul style="list-style-type: none"> ▶ Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> ▶ Use commas to avoid ambiguity, e.g. <i>‘Let’s eat Grandma.’</i> and <i>‘Let’s eat, Grandma.’</i> ▶ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i> ▶ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. ▶ Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>. 	<p>Planning</p> <ul style="list-style-type: none"> ▶ Identify the audience and purpose. ▶ Select the appropriate language and structures. ▶ Use similar writing models. ▶ Note and develop ideas. ▶ Draw on reading and research. ▶ Think how authors develop characters and settings (in books, films and performances). <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Assess the effectiveness of own and others’ writing in relation to audience and purpose. ▶ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ▶ Ensure consistent subject and verb agreement. <p>Performing</p> <ul style="list-style-type: none"> ▶ Add movement. ▶ Ensure meaning is clear. 	<ul style="list-style-type: none"> ▶ Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. ▶ Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency.</i> ▶ Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. ▶ Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>. ▶ Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive.</i> ▶ Recognise and spell words containing the letter- string <i>ough</i>. ▶ To recognise and spell the suffixes <i>-al, -ary, -ic.</i> ▶ To spell further suffixes, e.g. <i>ll in full becoming l.</i> ▶ Spell some words with ‘silent’ letters, e.g. <i>knight, psalm, solemn.</i> ▶ To spell unstressed vowels in polysyllabic words. ▶ Develop self-checking and proof reading strategies. ▶ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. 	<ul style="list-style-type: none"> ▶ Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i>