

Year 5	Step 1	Step 2	ARE	Greater Depth
<p>Attitudes to writing: Pupils persevere with their writing ensuring that all taught aspects are included; they proof read their work to evaluate and recognise where they can amend weak or incorrect choices.</p> <p>Terminology for pupils: modal verb, relative pronouns, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>				
Spoken Language				
<p>Speaking</p> <p>Tell a story using notes designed to cue techniques such as repetition, recap and humour</p> <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language</p> <p>Use and explore different question types and different ways words are used, including in formal and informal contexts</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Participate in discussions, presentations and performances</p>		<p>Listening</p> <p>Identify different question types and evaluate their impact on the audience</p> <p>Identify some aspects of talk that vary between formal and informal occasions</p>		
Audience and purpose		-Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	A range of texts, structured and organised for different purposes e.g. stories, plays, poetry, non-fiction	Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing, wider reading and research.
Text structure and organisation	To identify organisational and presentational devices to structure texts and to guide	To use organizational and presentational devices effectively and	A range of appropriate organisation and presentational features are	

	the reader e.g. headings, bullet points and underlining	appropriately to structure texts and to guide the reader eg headings, bullet points and underlining	used to structure texts in order to support and guide the reader. Paragraphs are arranged logically and ideas link between them	Using and applying composition skills to create a mood and atmosphere In planning for narratives, ideas from characters and settings are often drawn from what pupils have read, listened to or seen performed. In narratives, description of settings, characters and atmosphere is used appropriately including integration of dialogue to convey character and advance the action To persevere when looking at the effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning The grammatical terminology in the is used
Composition, planning and drafting	Identify the audience and purpose of the writing In non fiction, note and develop initial ideas In narrative writing, consider how authors have developed characters and settings Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) Assess the effectiveness of their own and others' writing Ensure the consistent and correct use of tense throughout a piece of writing Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear Text Use devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)		Written work is checked independently for errors in spelling, punctuation.	

<p>Vocabulary, grammar and punctuation</p>	<p>Use commas to clarify meaning and avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Use expanded noun phrases to convey complicated information concisely Use modal verbs to indicate degrees of possibility (e.g. <i>might, should, will, must</i>) Use adverbs to indicate degrees of possibility (e.g. <i>perhaps, surely</i>) Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun Learn the grammatical terms: determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity</p>	<p>Variation in sentence length and structure using different verb forms (present, past, progressive and perfect tense) A range of appropriate conjunctions are used to link clauses. Noun phrases are expanded and modified by adjectives, additional nouns and preposition phrases</p> <p>Subordination and coordination is used throughout writing Fronted adverbials used - comma used after a fronted adverbial Repetition avoided by the use of appropriate pronouns Verbs forms are used accurately</p> <p>Inverted commas and other punctuation (commas) used to indicate direct speech.</p>	<p>when discussing and evaluating writing A dictionary and thesaurus are used to check word meaning and appropriateness Writing for a wider audience is proof-read to ensure accurately of spelling and punctuation, including effective use of a dictionary Justify reasons and opinions about texts The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of: paragraphs to develop and expand some ideas, descriptions, themes or events in depth A range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phase; grammatical connections, such as adverbials; and ellipsis)</p>
---	--	---	--

		<p>Apostrophe used to mark singular and plural possession Punctuation is accurate</p>	<p>A range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader Appropriate choice of tense to support whole text cohesion and coherence Fluent writing across a range of genres both fiction and non-fiction. Relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas According to audience, purpose and context, writing demonstrates appropriate use of: expanded noun phrases to convey complicated information concisely The perfect form of verbs to mark relationships of time and cause Modal verbs and adverbs to indicate degrees of</p>
--	--	---	--

			<p>possibility, probability and certainty</p> <p>The passive voice to affect the presentation of information</p> <p>Vocabulary and grammatical choices to suit both formal and informal situations</p> <p>Use and apply adventurous vocabulary linked to their reading</p> <p>A range of punctuation is used, mostly accurately (including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points)</p> <p>Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the KS2 national curriculum</p>
--	--	--	---

<p>Spelling</p>	<p>Use further prefixes and suffixes and understand the guidelines for adding them to nouns or adjectives</p> <p>Convert nouns or adjectives into verbs using suffixes (e.g. <i>-ate</i>; <i>-ise</i>; <i>-ify</i>). Verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re</i>).</p> <p>Spell some words with 'silent' letters, e.g. <i>knight</i>, <i>psalm</i>, <i>solemn</i></p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p>	<p>Most spelling including polysyllabic words is accurate.</p> <p>Know the spelling rules and patterns as outlined in the National Curriculum (Year 5 appendix).</p>	<p>Accurate spelling, with only occasional errors in more ambitious vocabulary choices</p>
<p>Handwriting</p>	<p>Write legibly, fluently and with increasing speed by: choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task (e.g. quick notes, letters)</p>	<p>Joined, clear and legible. Adapted for different purposes e.g. printed, italicised, bold</p>	<p>Legible, fluent handwriting is mostly maintained when writing at sustained, efficient speed</p>

