



Children should statements: (tick all evidenced in writing)		Autumn		Spring		Summer	
Date							
Text type / Genre							
Y5 Working Towards							
SP	Spell some words from the Yr5/6 spelling list						
	Spell some words containing silent letters						
	Spell some verb prefixes correctly e.g. <i>deactivate, misconduct</i>						
	Spell some verb suffixes correctly e.g. <i>simplify, criticise, motivate</i>						
	Spell some complex homophones correctly e.g. <i>effect/affect</i>						
HW	Handwriting is usually joined, consistent and fluent						
Punctuation	Use punctuation taught so far mostly correctly (capital letters, full stops, ?, !, ' and commas in a list)						
	Begin to use commas to clarify meaning or to avoid ambiguity e.g. <i>On a cold and gloomy night, Sunil waited for his friend, Jacob.</i>						
Composition and Vocabulary	Begin to use a range of devices to organise writing (e.g. headings, bullet points, logically sequenced events, etc.)						
	Style and tense appropriate to task and mostly maintained						
	Some attempts to select and use imaginative and ambitious vocabulary appropriately for effect						
	Describe settings, characters and atmosphere with an increasing awareness of the reader.						
	Begin to use dialogue to convey a character and advance the action. Create paragraphs that are usually suitably linked.						
Sentence structure and grammar	Use devices to build cohesion within paragraphs and link ideas between paragraphs Begin to use relative clauses e.g. <i>Stephen, who was feeling unhappy, stomped down the stairs.</i> Begin to use adverbs and modal verbs to indicate degrees of possibility e.g. <i>Perhaps you should get dressed.</i>						
Y5 Expected							
SP	Spell many verb prefixes correctly e.g. <i>overturn, reopen</i>						
	Can convert nouns or adjectives into verbs using suffixes e.g. <i>graduate, solidify</i>						
	Spell many complex homophones correctly e.g. <i>practise/practice</i>						
	Spell many of the Y5/6 words correctly.						
	Spell many words containing silent letters						
HW	Handwriting is usually joined, consistent and fluent						
Punctuation	Use commas to clarify meaning or to avoid ambiguity with increasing accuracy.						
	Use of a full range of punctuation: FS, CL, ? ! commas within lists, apostrophes for possession and contractions.						
	Use parenthesis including brackets, dashes or commas						
Composition and Vocabulary	Write for a range of purposes and audiences selecting appropriate form and using other similar models for their own						
	Use a range of organisational devices to structure text (e.g. headings, bullet points, logically sequenced events etc.)						
	Maintain style and tense appropriate to task						
	Describe settings, characters and atmosphere.						
	Select and use imaginative and ambitious vocabulary appropriately for effect						

	Link paragraphs using cohesive devices including adverbials of time, place and number							
	Use dialogue to convey a character and advance the action.							
Sentence structure and grammar	Use more sophisticated conjunctions (e.g. although, however, despite, even though, as a result)							
	Use a variety of sentence types (simple, compound and complex. Including relative clauses beginning with a relative pronoun).							
	Use adverbs and modal verbs to indicate degrees of possibility							
Y5 Working at Greater Depth								
SP	Spell most of the Y5/6 words correctly							
HW	Handwriting is joined, consistent and fluent							
Composition and Vocabulary	Consistently link ideas across and within paragraphs							
	Produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices considering audience and genre (e.g. headings, bullet points, logically sequenced events etc.)							
	Describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action.							
	Use vocabulary considering purpose distinguishing between the language of speech and writing and choosing the appropriate register.							
Sentence structure and grammar	Consistently use commas to clarify.							
	Confidently use relative clause beginning with a relative pronoun.							
	Use parenthesis including brackets, dashes or commas.							