

Year 5 - Autumn	Year 5 - Spring	Year 5 - Summer
Expected Standard		
Spelling	Spelling	Spelling
<ul style="list-style-type: none"> Spell correctly some* Y5 spelling list words and patterns <ul style="list-style-type: none"> Words with silent letter b Words that contain the letter string (ough) Homophones: cereal/serial, heard/herd steal/steel, stationery/ stationary father/farther Words ending in – ible Words ending in – able accompany according appreciate attached accommodate aggressive Words with silent t Words ending in –ibly and -ably rhyme rhythm symbol system forty curiosity Words ending –ent Words ending – ence Homophones: allowed aloud guessed guest passed past Use a dictionary independently without prompting to ensure spelling is correct 	<ul style="list-style-type: none"> Spell correctly many* Y5 spelling list words and patterns <ul style="list-style-type: none"> The ee sound spelt ei Words ending in – ant, - ance, -ancy Words ending in shus spelt cious Words ending in shus spelt tious develop determined familiar definite awkward persuade Words ending in shul spelt cial or tial advise practise advice practice immediately suggest marvellous necessary programme recommend convenience muscle disastrous neighbour interfere average desperate temperature vegetable frequently equipment bruise nuisance recognise criticise embarrass excellent exaggerate especially interrupt Use a dictionary independently without prompting to ensure spelling is correct 	<ul style="list-style-type: none"> Spell correctly most* Y5 spelling list words and patterns Use a dictionary independently without prompting to ensure spelling is correct
Punctuation	Punctuation	Punctuation
<ul style="list-style-type: none"> Use the range of punctuation taught Y1 – Y4 mostly correctly Begin to use parenthesis and commas to clarify meaning. 	<ul style="list-style-type: none"> Use the range of punctuation taught Y1 – Y4 mostly correctly Often to use parenthesis and commas to clarify meaning. 	<ul style="list-style-type: none"> Use the range of punctuation taught Y1 – Y4 mostly correctly Use parenthesis and commas to clarify meaning, mostly correctly
Composition	Composition	Composition
<ul style="list-style-type: none"> Write effectively for the purpose and audiences covered so far, selecting language that shows awareness of the reader mostly correctly In narratives, begin to describe characters In narratives, begin to describe settings Begin to balance dialogue in narratives Begin to use organisational and presentational devices to structure text and to guide the reader i.e headings/subheading, bullet points, underlining etc 	<ul style="list-style-type: none"> Write effectively for the purpose and audiences covered so far, selecting language that shows awareness of the reader mostly correctly In narratives, describe settings and characters Balance dialogue in narratives Often, use organisational and presentational devices to structure text and to guide the reader i.e headings/subheading, bullet points, underlining etc 	<ul style="list-style-type: none"> Write effectively for purpose and audiences, selecting language that shows good awareness of the reader Begin to integrate dialogue in narratives to convey character In narratives, describe settings and characters Use organisational and presentational devices to structure text and to guide the reader i.e headings/subheading, bullet points, underlining etc
Vocabulary	Vocabulary	Vocabulary
<ul style="list-style-type: none"> Begin to select vocabulary that reflects what the writing requires 	<ul style="list-style-type: none"> Often, select vocabulary that reflects what the writing requires 	<ul style="list-style-type: none"> Mostly appropriately, select vocabulary that reflects what the writing requires
Sentence Structure & Grammar	Sentence Structure & Grammar	Sentence Structure & Grammar
<ul style="list-style-type: none"> Begin to use devices to build cohesion within paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, chains of reference) Use verb tenses consistently and correctly throughout their writing 	<ul style="list-style-type: none"> Often use devices to build cohesion within paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, chains of reference) Use verb tenses consistently and correctly throughout their writing 	<ul style="list-style-type: none"> Use devices to build cohesion within paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, chains of reference) Begin to select grammatical structures that the writing requires Use verb tenses consistently and correctly throughout their writing
Editing	Editing	Editing
<ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve their writing Consistently proof reads for spelling and punctuation slips (Y1 – Y4 previously taught) independently before adult marking) Begin to proof read for spelling and punctuation slips (newly taught in Y5) independently before adult marking 	<ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve their writing Consistently proof reads for spelling and punctuation slips (Y1 – Y4 previously taught) independently before adult marking) Often proof reads for spelling and punctuation slips (newly taught in Y5) independently before adult marking 	<ul style="list-style-type: none"> Propose effective changes to grammar and vocabulary to improve their writing Consistently proof reads for spelling and punctuation slips (Y1 – Y4 previously taught) independently before adult marking) Proof reads for spelling and punctuation slips (newly taught in Y5) independently before adult marking
Handwriting	Handwriting	Handwriting
<ul style="list-style-type: none"> Maintain correct formation in joined writing 	<ul style="list-style-type: none"> Maintain correct formation in joined writing 	<ul style="list-style-type: none"> Maintain correct formation in joined writing when writing at speed
Greater Depth		
<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, beginning to select the appropriate form and drawing on what they have read as models for their own writing (e.g. literary language, characterisation, structure) Distinguish between the language of speech and writing and maintain the most appropriate register Maintain appropriate level of formality, beginning to manipulate grammar and vocabulary to achieve this 	<ul style="list-style-type: none"> Write effectively for a wider range of purposes and audiences, beginning to select the appropriate form and drawing on what they have read as models for their own writing (e.g. literary language, characterisation, structure) Distinguish between the language of speech and writing and maintain the most appropriate register Maintain appropriate level of formality, beginning to manipulate grammar and vocabulary to achieve this 	<ul style="list-style-type: none"> 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) Distinguish between the language of speech and writing and begin to choose the most appropriate register

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<ul style="list-style-type: none">• Use the range of punctuation taught so far at key stage 2 correctly and, when necessary and begin to use such punctuation precisely to enhance meaning and avoid ambiguity	<ul style="list-style-type: none">• Use the range of punctuation taught so far at key stage 2 correctly and, when necessary and begin to use such punctuation precisely to enhance meaning and avoid ambiguity	<ul style="list-style-type: none">• Exercise conscious control over levels of formality, beginning to manipulate grammar and vocabulary to achieve this• Use the range of punctuation taught so far at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
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*Most indicates that the statement is generally met with occasional slips

*Some indicates that knowledge or skills is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent