

Writing Year 5

Skill	Autumn	Spring	Summer
To use imaginative description	Can use alliteration, similes and metaphors to create effect in their own writing independently.	Can use personification and metaphors to enhance writing when prompted.	Can use personification and metaphors to enhance writing.
	- Can use ambitious synonyms and antonyms to improve word choice. (e.g. big, large, little)	Can use a range of appropriate pronouns and nouns to aid cohesion and avoid repetition.	- Can expand noun phrases and use a range of nouns and pronouns to avoid repetition. - Can use adverbial phrases for precision.
To organise writing appropriately	Can plan writing by discussing writing that is similar to what they are going to write including on structure, vocabulary and grammar	Can plan by noting and develop initial ideas, drawing on reading and research where necessary with support.	Can plan by noting and develop initial ideas, drawing on reading and research where necessary
	Can name the features of different text types (e.g. letters, diary entries, newspaper reports).	Can set out a text according to the main structure with support (e.g. letter, diary, non-chronological report, newspaper).	Can organise texts appropriately according to purpose and reader (caption, headings, font, letter formats, newspaper formats and paragraphs).
	- Can use paragraphs appropriately. - Can write a concluding paragraph but may be too brief or too long.	- Can list ambitious adverbials of time (Later that day, Moments later etc.) and place (Nearby etc.) and number (Secondly etc.) and can put these into sentences orally. <i>See examples at end of document.</i> - Can conclude and open work appropriately (e.g. introduction/summary)	- Can begin to link paragraphs using adverbials of time (Later that day, Moments later etc.) - Can begin to link paragraphs using adverbials of place (Nearby etc.) - Can begin to link paragraphs using adverbials of number (Secondly etc.) <i>See examples at end of document.</i>
To use sentences appropriately	- Can write nouns and verbs that agree most of the time (e.g. we were/I was, I have/he has). - Can name past tense of most irregular verbs (e.g. begin/began, write/wrote)	- Can correct tense choice within a piece of their work when prompted by an adult. - Can use perfect form of verbs to mark relationships of time and cause (e.g. I have/she has, I had/she had, I will have/ he will have) with support.	- Can use correct tense choice within a piece of work and explain reasoning. - Can write verbs and nouns that agree. - Can use perfect form of verbs to mark relationships of time and cause (e.g. I have/she has, I had/she had, I will have/ he will have.)
	Can substitute an embedded clause in a sentence with own ideas (e.g. The new car – which cost a fortune – crashed in the heavy snow) <u>using dashes or commas around the embedded clause.</u>	- Can create own complex sentences with an embedded clause – with support. - Can begin to vary sentence length and word order to sustain interest.	- Can create complex sentences in own writing by opening with a subordinate clause. - Can independently attempt to use grammatically complex structures with embedded clauses (e.g. The little old man, who lived on the hill, decided brave the icy weather.)
	Can extend a given main clause using own relative clause starting with who, which, whose, that (e.g. Brian said goodnight to his roommate Justin, who)	Can create own complex sentences by using relative clauses – with support.	Can create and use complex sentences in writing by using a relative clause beginning with who, which, whose, that (e.g. Michelle screamed when she saw the spider that dangled from the one clean bathroom towel.)
	Can express time, place and cause using conjunctions (e.g. . or, and but, when, before, after, while, so, because, when, if, although, as well as),	Can begin to express, time, place and cause using a wider range of conjunctions (e.g. For, and, nor, but, or, yet/If, since, as, when, although, while, after, before, until, because, as well as, despite)	Can express, time, place and cause using a wider range of conjunctions (e.g. For, and, nor, but, or, yet/If, since, as, when, although, while, after, before, until, because, as well as, despite)
To punctuate accurately	Can use commas after fronted adverbials in own work (e.g. Happily, she skipped across the	Can confidently use commas after adverbial phrases. <i>See examples at end of document.</i>	Can use commas to clarify meaning or avoid ambiguity in shared writing (E.g.

	road.) <i>See examples at end of document.</i>		Eats, shoots and leaves vs eats shoots and leaves.)
	- Can use full stops, capital letters, question marks and exclamation marks. - Can use apostrophes and commas in lists mostly correctly.	- Can use brackets in shared writing. - Can remember to use a colon to introduce a list.	- Can use brackets in own writing with support. - Can use dashes in shared writing. - Can use a colon to introduce a list and bullet points to list information that continues from a heading e.g. Egyptian men: Were... (punctuation can be inconsistent at this stage)
	Can use inverted commas with other punctuation required.	Can integrate some speech into narrative using inverted commas and other punctuation (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")	Can show a growing awareness of balancing speech and dialogue.
	Can use a variety of conjunctions, prepositions and adverbs appropriately in writing to express time, place and cause. (E.g. Jack tiptoed into the room and stole the magic harp while the giant slept.)	- Can show an awareness of the difference between formal and informal writing and selects different language and conjunctions as a result. - Can orally form a sentence with complex conjunctions (e.g. although, despite, since, as well as).	Can use more complex conjunctions in formal writing (despite, since, although, as well as).
To spell correctly	Can use the following prefixes in own work: in-, im-, ir-, sub-, super-, anti-, auto-	- Can use verb prefixes (e.g. dis-, de-, mis-, over- and re-) with support. - Can use prefixes -ation, -ous	- Can convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) with support. - Can use verb prefixes (e.g. dis-, de-, mis-, over- and re-.)
	Can spell some common words with silent letters (e.g. knight)	Can spell most words with silent letters but may be inconsistent.	Can spell most words with silent letters correctly (e.g. subtle, doubt).
	- Can phonetically spell some unfamiliar common polysyllabic words correctly. - Can use the first 2-3 letters of a word to check its spelling in a dictionary.	- Can spell many homophones correctly. (their/there/they're etc) - Can use first 2-3 letters of a word to check its spelling and meaning in a dictionary.	- Can spell many of the Y5/Y6 word list correctly. - Can use first 3-4 letters of a word to check its spelling in a dictionary.
To present work neatly	Can join letters and make sure lower and upper case letters not mixed within words.	Can use the correct height for ascenders and descenders.	- Can write with increasing speed. - Can ensure upper and lower case letters are regular size.
To analyse writing	Can edit mistakes and suggest improvement in shared writing with the teacher.	Can edit and improve own work looking for spelling and punctuation mistakes – with support.	- Can plan and discuss work. - Can edit and improve own work looking for spelling and punctuation mistakes.
	Can amend errors in apostrophe use with support.	- Can explain errors in apostrophe use in own work and work of other people. (Contraction, single possession ad plural possession.) - Can discuss work using some grammatical terminology (modal verb, relative, pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)	- Can offer advice to other people who are struggling with their work. - Can discuss what makes a piece of work outstanding – giving direct evidence. - Can discuss work using grammatical terminology (modal verb, relative, pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)
To write with purpose	Can attempt to involve the reader with questions or humour - but not controlled.	- Can use verbs and modal verbs to indicate degrees of possibility. - Can use some short sentences to build tension.	- Can engage and involve the reader through use of questions, tension, suspense, humour etc. - Can use rhetorical questions where appropriate. - Can select the correct use of verbs (e.g. perhaps, surely) and modal verbs

			(e.g. might, should, must) to indicate degrees of possibility.
	- Can sustain writing in a way that is mostly lively and interesting. - Can maintain the formal and informal language used throughout a piece of writing.	Can sustain writing in a way that is varied, lively and interesting with support across a range of genres.	Can sustain writing in a way that is varied, lively and interesting across a range of genres.

To present writing	- Can share work confidently with awareness of tone, intonation and volume. - Can participate in a range of speaking and listening activities showing an awareness of intonation and volume (e.g. discussions, presentations, performances, role play, improvisations and debates.)	- Can share work confidently with an awareness of intonation, volume and movement. - Can participate in a range of speaking and listening activities showing an awareness of tone, intonation, volume and movement (e.g. discussions, presentations, performances, role play, improvisations and debates.)	- Can share work confidently with an awareness of intonation, volume and movement to make most meanings clear. - Can participate in a range of speaking and listening activities showing an awareness of tone, intonation, volume and movement to make most meanings clear (e.g. discussions, presentations, performances, role play, improvisations and debates.)
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Suggested pitch of adverbials:

Of time:

Later, Later that day, Moments later, Eventually, Before long, Immediately, Afterwards,

Of number:

Firstly, Secondly, Thirdly, Penultimately, Finally, Ultimately,

Of frequency:

Rarely, Regularly, Occasionally, Yearly, Always,

Of place:

Nearby, Behind the ____, Under the ____, Everywhere, North of ____,

Of cause/contrast/continuation:

Furthermore, However