

**YEAR 5 WRITING PROGRESSION** Bold statements are absolutely essential as these are included in the assessment framework for end of Key Stage.

The statements reflect target tracker KPI statements and include slightly more detail from the National Curriculum.

Year	Word	Composition	Vocabulary, grammar and punctuation	Handwriting	Terminology
5	<p>I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>I can spell word endings which sound like ‘shus’ spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</p> <p>I can change nouns or adjectives into verbs using suffixes – ate, –ise, -ify (eg. notify, organise, elasticate, standardise, solidify)</p> <p>I can use verb prefixes dis–, de–, mis–, over– and re– (eg. disorganise, demotivated, misunderstand, overinflated, recycle)</p> <p>I can spell word endings which sound like ‘shil’ spelt -cial or -tial e.g. official, partial.</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.</p> <p>I can spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly.</p> <p>I can spell words containing the letter-string ‘ough’ e.g. bought, rough, through, bough.</p> <p>I can spell some words with ‘silent’ letters e.g. knight, psalm, solemn.</p> <p>I can use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.</p> <p>I can use a thesaurus.</p> <p><b>I can spell national curriculum spelling words for year 5.</b></p> <p><b>See spelling appendix for all spelling rules that need to be taught</b></p>	<p>I can plan my writing by identifying the audience for, and purpose of the writing, using other similar writing as models for my own work.</p> <p>I can use devices to link ideas and build cohesion within a paragraph (e.g. alternatively, on the other hand, in conclusion, he had seen her before)</p> <p>I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</p> <p>I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.</p> <p>I can draft and write by selecting the correct grammar in my writing.</p> <p>I can use brackets and hyphens correctly in my work.</p> <p>I can write pieces describing settings, characters and atmosphere, and include speech that helps picture the character and their personality or mood.</p> <p>I can draft and write by summarising longer passages.</p> <p>I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.</p> <p>I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</p> <p>I can mark and edit work to have the correct tense throughout.</p> <p>I can mark and edit work to have the correct subject and verb agreement.</p> <p>I can read work looking for spelling errors and correct them using a dictionary.</p> <p>I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.</p> <p>I can perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear.</p>	<p>I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun.</p> <p><b>I can indicate degrees of possibility using adverbs e.g. perhaps, surely</b></p> <p><b>I can use modal verbs e.g. might, should, will, must.</b></p> <p><b>I can use brackets and can also use dashes or commas for parenthesis.</b></p> <p><b>I can use commas to make my writing clear and to avoid ambiguity.</b></p>	<p>I can write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters.</p> <p>I can choose a writing implement that is best suited for the task.</p>	<p>I can understand the following terms and use the appropriately:</p> <p>Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.</p>

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