

Writing: Year 5 National Curriculum Programme of Study Statements

Composition

I can plan my writing by identifying the audience and purpose

I can plan my writing by making notes, developing initial ideas and drawing on reading and research

I can choose vocabulary and grammar understanding how it can change and enhance meaning

In narrative, I can describe settings, characters and atmosphere integrating dialogue to advance the action

I can précis longer passages when drafting

I can use a range of devices to build cohesion within and across paragraphs

I can use a variety of presentational devices to structure texts and guide the reader e.g. bullet points, subheading, underlining

I can assess the effectiveness of my own and others' writing

I can suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

I can use the correct tense consistently

I ensure the subject and verb agree when using singular and plural (is/are, was/were)

I can use the appropriate register in my writing to distinguish between speech and formal tone

I can proof read for spelling and punctuation errors

I can perform my compositions using intonation, volume and movement

Vocabulary, Grammar and Punctuation

I can use correct vocabulary and structures for formal writing including subjunctive forms e.g. If I were king...

I can use passive verbs to affect the presentation of information in a sentence

I can use and identify the perfect form of verbs to mark relationships of time and cause e.g. he **has** gone to lunch / he **went** to lunch

I can use expanded noun phrases to convey complicated information concisely

I can use and identify modal verbs (will, must, should) or adverbs (perhaps or surely) to indicate degrees of possibility

I can use and identify relative clauses beginning with who, which, where, when, whose, that or without a relative pronoun

I can use commas to clarify meaning or avoid ambiguity

I can use hyphens to avoid ambiguity e.g. man-eating shark / man eating shark

I can use brackets, dashes or commas to indicate parenthesis

I can use semi-colons, colons or dashes to mark boundaries between clauses

I can use colons to introduce a list

I can punctuate bullet points consistently

I can use devices to build cohesion within a paragraph e.g. after that, firstly

I can link ideas across paragraphs using adverbials of time, place, number e.g. later, nearby, secondly

Transcription/Spelling

I can use prefixes and suffixes and know why to add them

I can spell words with silent letters e.g. knight

I can spell homophones and words which are often confused

I can use a dictionary to check the meaning and spelling of words

I can use the first three letters of a word to check its meaning in a dictionary

I can use a thesaurus

Handwriting

I can write legibly and fluently with increasing speed

I can decide which letters to join and when not to join specific letters

I can choose the writing implement best suited for a task