| | | | | Date and Genre | | | | |
|--------------------------|--|--|--|----------------|--|--|--|--------------------|
| Year 5: Unaided writing | | | | | | | | Across the Term |
| COMPOSITION | Select appropriate form – Identifying the audience and purpose of writing | | | | | | | |
| | Use vocabulary choices appropriate to subject, genre and audience. | | | | | | | |
| | Describe settings and characters and begin to develop atmosphere. (N) | | | | | | | |
| | Use dialogue to develop a character or advance the action. (N) | | | | | | | |
| | Make choices in drafting and editing, showing understanding of how these enhance meaning. | | | | | | | |
| | Precis longer passages. | | | | | | | |
| GRAMMAR | Select appropriate grammar and vocabulary | Use a range of sentence structures, sometimes varying their position within in the sentence for effect. (Linked to year 5 Alan Peat sentences) | | | | | | |
| | | use modal verbs | | | | | | |
| | | Use conjunctions | | | | | | |
| | | Use appropriate adverbials/adverbs to aid cohesion. | | | | | | |
| | | Use relative clauses. | | | | | | |
| | | use a range of verb forms, particularly the perfect, to mark relationships of time and cause. | | | | | | |
| PUNCTUATION | Create sentences | using capital letters, full stops, question marks, exclamation marks, ellipses and the punctuation of direct speech, colon/semicolons to mark boundaries. (N) | | | | | | |
| | | Using capital letters, full stops, questions marks, hyphens, colons to introduce a list, bullet points, colon/semicolons to mark boundaries. | | | | | | |
| | using brackets, commas or dashes to indicate parenthesis | | | | | | | |
| | Use commas to assist the reader – (linked to year 5 Alan Peat sentences) | | | | | | | |
| SPELLING/ HANDWRITING | Spells most words correctly | | | | | | | |
| | Correctly use words from the year 5 / year 6 spelling list – including the use of prefixes and suffixes. | | | | | | | |
| | Use a dictionary to edit and correct spelling. | | | | | | | |
| | Write fluently with inc | creasing speed. | | | | | | |