

Y5 Word	Autumn Term	Spring Term	Summer Term
<p><b>Spelling Transcription</b>  <i>To be able to spell some words with silent letters.</i></p> <p><i>To continue to distinguish between homophones and other words which are often confused.</i></p> <p><i>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically as listed in Appendix 1</i></p> <p><i>To use further prefixes and suffixes and understand the guidance for adding them.</i></p> <p><i>To be able to use dictionaries to check the spelling and meaning of words.</i></p>	Words with silent letter b	Words ending –ible	The ee sound spelt ei
	Words that contain the letter string ough*	Homophones	Words ending –ant, -ance, -ancy
	Words ending –able	Words ending in shus spelt –cious	
	Words with silent t	Words ending in shus spelt –tious	
	Words ending in –ibly, and –ably	Words ending in shul spelt –cial or –tial	
	Homophones and other words that are easily confused	Year 5-6 Words	
	Year 5-6 word list		
	Words ending –ent		
	Words ending –ence		

<p><i>To be able to use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</i></p>			
<p><b>Handwriting</b>  <i>To be able to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</i>   <i>To be able to choose the writing implement that is best suited for a task.</i></p>	<p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p>	<p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task..</p>	<p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task.</p>
<p><b>Contexts for Writing</b>  <i>To be able to identify the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for your own.</i>   <i>When writing narratives, to be able to consider how authors have developed characters and</i></p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>

<p><i>settings in what pupils have read, listened to or seen performed.</i></p>			
<p><b>Planning Writing</b> <i>To be able to develop initial ideas, drawing on reading and research where necessary</i></p>	<p>Selecting text type with an awareness of : -purpose and audience -appropriate layout -text features</p> <p>Plan writing integrating appropriate features from models</p> <p>Record initial ideas drawing from reading or other research</p> <p>Identify and record key points</p> <p>Develop key points by adding some detail</p> <p>Plan the development of settings and characters using increasingly sophisticated range of detail: -description (physical and dress)</p>	<p>Selecting text type with an awareness of : -purpose and audience -appropriate layout -text features</p> <p>Plan writing integrating appropriate features from models</p> <p>Record initial ideas drawing from reading or other research</p> <p>Identify and record key points</p> <p>Develop key points by adding some detail</p> <p>Plan the development of settings and characters using increasingly sophisticated range of detail: -description (physical and dress) -actions and responses -dialogue, gestures and expression</p>	<p>Selecting text type with an awareness of : -purpose and audience -appropriate layout -text features</p> <p>Plan writing integrating appropriate features from models</p> <p>Record initial ideas drawing from reading or other research</p> <p>Identify and record key points</p> <p>Develop key points by adding some detail</p> <p>Plan the development of settings and characters using increasingly sophisticated range of detail: -description (physical and dress) -actions and responses -dialogue, gestures and expression</p>
<p><b>Drafting Writing</b> <i>To be able to select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.</i></p> <p><i>In narratives, to be able to describe settings,</i></p>	<p>Using a range of sentence constructions incorporating appropriate grammar and precise vocabulary choices to change and enhance meaning : -Understand that tension and suspense created by deliberate placement of adverbs -Use sentences including relative clauses (Beginning with <i>who, which, where,,when, whose, that</i>)</p> <p>Linking ideas across paragraphs using adverbials of time, place and number.</p>	<p>Using a range of sentence constructions incorporating appropriate grammar and precise vocabulary choices to change and enhance meaning : -Understand that tension and suspense created by deliberate placement of adverbs -Use sentences including relative clauses (Beginning with <i>who, which, where,,when, whose, that</i>)</p> <p>Manipulate the position of adverbial phrases</p> <p>Linking ideas across paragraphs using adverbials of time, place and number.</p>	<p>Manipulate the position of adverbial phrases</p> <p>Choosing and using vocabulary typical of informal and formal speech demonstrating an awareness of audience and purpose</p> <p>Use of expressive or figurative language to create setting and atmosphere -metaphors -personification</p> <p>Use of dialogue to convey a character and advance action</p>

<p><i>characters and atmosphere.</i></p> <p><i>In narratives, integrate dialogue to convey character and advance the action.</i></p> <p><i>To be able to precise longer passages.</i></p> <p><i>To use a wide range of devices to build cohesion within and across paragraphs.</i></p> <p><i>To be able to use further organisational and presentational devices to structure text and to guide the reader.</i></p>	<p>Choosing and using vocabulary typical of informal and formal speech demonstrating an awareness of audience and purpose</p> <p>Use a wider range of devices to to build cohesion within paragraphs -adverbials (time, place, sequence)</p> <p>Using organisational and presentational devices to structure text and guide reader -headings and sub-headings -photos, diagrams and illustrations -font size and style -layout features -tables and charts -structures</p>	<p>Use of expressive or figurative language to create setting and atmosphere -metaphors -personification</p> <p>Use of dialogue to convey a character and advance action</p> <p>Precising longer passages -identifying and recording key points from longer passages -summarise longer pieces of text into a cohesive paragraph</p> <p>Use a wider range of devices to to build cohesion within paragraphs -determiners -pronouns -synonyms -adverbials (time, place, sequence) -casual conjunctions and tense choices</p> <p>Using organisational and presentational devices to structure text and guide reader -headings and sub-headings -photos, diagrams and illustrations -font size and style -layout features -tables and charts -structures -quotes</p> <p>-headings sub-headings -columns -bullets -tables</p>	<p>Precising longer passages -identifying and recording key points from longer passages -summarise longer pieces of text into a cohesive paragraph</p> <p>Use a wider range of devices to to build cohesion within paragraphs -determiners -pronouns -synonyms -adverbials (time, place, sequence) -casual conjunctions and tense choices</p> <p>Use wider range of text devices to build cohesion across paragraphs -deliberate reference to previous points made -order paragraphs -precise tense choices -repetition of word or phrase -ellipsis</p> <p>Using organisational and presentational devices to structure text and guide reader -headings and sub-headings -photos, diagrams and illustrations -font size and style -layout features -tables and charts -structures -quotes</p> <p>-headings sub-headings -columns -bullets -tables</p>
---	--	--	---

<p><b>Editing Writing</b>  <i>To be able to assess the effectiveness of their own and others' writing.</i></p> <p><i>To be able to propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</i></p> <p><i>To be able to consistently use the correct tense throughout a piece of writing.</i></p> <p><i>To be able to use the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and selecting the appropriate register.</i></p>	<p>Reading own work and others and make suggestions          -Propose changes to own and others writing giving a clear reason why change would be beneficial</p> <p>Identifying consistent and correct tense throughout a piece</p> <p>Ensure correct subject verb within sentences</p> <p>Checking that the subject / verb are correct.</p> <p>Proof reading for spelling and grammar</p>	<p>Reading own work and others and make suggestions          -Propose changes to own and others writing giving a clear reason why change would be beneficial</p> <p>Identifying consistent and correct tense throughout a piece</p> <p>Ensure correct subject verb within sentences</p> <p>Checking that the subject / verb are correct.</p> <p>Proof reading for spelling and grammar</p>	<p>Reading own work and others and make suggestions          -Propose changes to own and others writing giving a clear reason why change would be beneficial</p> <p>Identifying consistent and correct tense throughout a piece</p> <p>Ensure correct subject verb within sentences</p> <p>Checking that the subject / verb are correct.</p> <p>Proof reading for spelling and grammar</p>

<p><i>To be able to proofread for spelling and punctuation errors.</i></p>			
<p><b>Performing Writing</b> <i>To be able to perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</i></p>	<p>Perform own compositions responding appropriately to increased range of punctuation</p> <p>Demonstrate an increasing confidence and control when performing to engage audience: -varying intonation -tone and volume -movement</p>	<p>Perform own compositions responding appropriately to increased range of punctuation</p> <p>Demonstrate an increasing confidence and control when performing to engage audience: -varying intonation -tone and volume -movement</p>	<p>Perform own compositions responding appropriately to increased range of punctuation</p> <p>Demonstrate an increasing confidence and control when performing to engage audience: -varying intonation -tone and volume -movement</p>
<p><b>Vocabulary</b> <i>To be able to use a thesaurus.</i></p> <p><i>To be able to use expanded noun phrases to convey complicated information concisely</i></p> <p><i>To be able to use modal verbs or adverbs to indicate degrees of possibility</i></p>	<p>Relative clauses beginning with <i>who, which, where, when, whose and that</i></p> <p>Demonstrate an understanding of : =pronouns -synonyms</p>	<p>Converting nouns or adjectives into verbs using suffixes see spellings</p> <p>Relative clauses beginning with <i>who, which, where, when, whose and that</i></p> <p>Demonstrate an understanding of : =pronouns -synonyms</p>	
<p><b>Punctuation</b> <i>To be able to use commas to clarify meaning or avoid ambiguity in writing.</i></p> <p><i>To be able to use brackets, dashes or commas to</i></p>	<p>Demonstrates an understanding of : -brackets -dashes commas</p>	<p>Demonstrates an understanding of : -brackets -dashes commas</p>	<p>Demonstrates an understanding of : -brackets -dashes commas</p>

*indicate  
parenthesis.*

<b>Grammatical Terminology</b>	modal verb, relative pronoun relative clause parenthesis, bracket, cohesion,	modal verb, relative pronoun relative clause parenthesis, bracket, dash, cohesion, ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash, cohesion, ambiguity
--------------------------------	---	---	---