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| **WORKING AT YEAR 5 END EXPECTATIONS** |  |  |  |  |  |  |  |  |
| **COMPOSITION:** |
| Select appropriate grammar for the task |  |  |  |  |  |  |  |  |
| Select appropriate vocabulary for the task |  |  |  |  |  |  |  |  |
| Evidence of proof-reading for spelling and punctuation errors |  |  |  |  |  |  |  |  |
| In narratives, describe settings and atmosphere |  |  |  |  |  |  |  |  |
| In narratives describe characters integrating dialogue to convey character or advance the action |  |  |  |  |  |  |  |  |
| Evidence of linking ideas within and across paragraphs using adverbials of time, (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before …) |  |  |  |  |  |  |  |  |
| Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) |  |  |  |  |  |  |  |  |
| Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register |  |  |  |  |  |  |  |  |
| Ensure the consistent and correct use of tense throughout a piece of writing |  |  |  |  |  |  |  |  |
| Use paragraphs consistently and appropriately (begins a new paragraph at an appropriate point for changes in settings, character, action, subject, for a new speaker) |  |  |  |  |  |  |  |  |
| **TRANSCRIPTION:** | | | | | | | | |
| Evidence of some of the Year 5/6 words spelt correctly |  |  |  |  |  |  |  |  |
| accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience\* conscious\* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht |  |  |  |  |  |  |  |  |
| Continue to distinguish between homophones and other words that are often confused (e.g. aisle/isle, license/licence, practice/practise) |  |  |  |  |  |  |  |  |
| Use dictionaries to check the spelling and meaning of words |  |  |  |  |  |  |  |  |
| **HANDWRITING:** | | | | | | | | |
| Writing legibly, fluently and with increasing speed, joining letters. |  |  |  |  |  |  |  |  |
| **Ensure that where apostrophe is used for omission letters either side are not joined** |  |  |  |  |  |  |  |  |
| **VOCABULARY, GRAMMAR AND PUNCTUATION** | | | | | | | | |
| **Mostly correct use of capital letters and full stops** |  |  |  |  |  |  |  |  |
| **Mostly correct use of exclamation marks and question marks** |  |  |  |  |  |  |  |  |
| Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (e.g the boy, who was feeling very ill …, the boy, feeling very ill …) |  |  |  |  |  |  |  |  |
| Use prefixes and suffixes and understand the guidelines for adding them |  |  |  |  |  |  |  |  |
| Evidence of speech punctuation correctly with a new line for each speaker |  |  |  |  |  |  |  |  |
| **Use brackets, dashes or commas to indicate parenthesis** |  |  |  |  |  |  |  |  |
| **GREATER DEPTH** | | | | | | | | |
| **COMPOSITION:** | | | | | | | | |
| Create an appropriate opening and closing, which tie together to impact on the reader |  |  |  |  |  |  |  |  |
| Use a wide range of taught KS2 punctuation in addition to those listed above (e.g. :, ;, …) |  |  |  |  |  |  |  |  |