

# English

## Key Learning Indicators of Performance in Writing: Year 5



Composition		Transcription	
Vocabulary, Grammar and Punctuation	Composition	Spelling	Handwriting and Presentation
<p>To know the following terminology  <b>modal verb, relative pronoun</b>  <b>relative clause</b>  <b>parenthesis, bracket, dash</b>  <b>cohesion, ambiguity</b></p> <p>-Create complex sentences by using <b>relative clauses</b> with <b>relative pronouns</b> who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</p> <p>- Create complex sentences where the <b>relative pronoun</b> is omitted e.g. Tina, standing at the bus stop, pondered the day ahead.</p> <p>-Demarcate complex sentences using commas in order to clarify meaning.</p> <p>-Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'</p> <p>- Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff.</p> <p>- Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</p> <p>-Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.</p> <p>- Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.</p> <p>-Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.</p>	<p><u>Planning</u></p> <ul style="list-style-type: none"> <li>- Identify the audience and purpose.</li> <li>-Select the appropriate language and structures.</li> <li>- Use similar writing models.</li> <li>- Note and develop ideas.</li> <li>-Draw on reading and research.</li> <li>-Think how authors develop characters and settings (in books, films and performances).</li> </ul> <p><u>Drafting and Writing</u></p> <ul style="list-style-type: none"> <li>- Select appropriate structure, vocabulary and grammar.</li> <li>- Blend action, dialogue and description within and across paragraphs.</li> <li>- Use different sentence structures with increasing control (see VGP).</li> <li>- Use devices to build cohesion (see VGP).</li> <li>-Use organisation and presentational devices e.g. underlining, bullet points, headings.</li> </ul> <p><u>Evaluating and Editing</u></p> <ul style="list-style-type: none"> <li>- Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>- Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>- Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>- Ensure consistent subject and verb agreement.</li> <li>- Proofread for spelling and punctuation errors.</li> </ul> <p><u>Performing</u></p> <ul style="list-style-type: none"> <li>-Use appropriate intonation and volume.</li> <li>- Add movement.</li> <li>- Ensure meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>-Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-.</li> <li>- Recognise and spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency.</li> <li>- Recognise and spell words ending in –able and –ible.</li> <li>- Recognise and spell words ending in –ably and –ibly.</li> <li>- Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive.</li> <li>-Recognise and spell words containing the letter string ough.</li> <li>- To recognise and spell the suffixes -al,- ary,- ic.</li> <li>- To spell further suffixes, e.g. ll in full becoming l.</li> <li>- Spell some words with 'silent' letters, e.g. knight, psalm, solemn.</li> <li>- To spell unstressed vowels in polysyllabic words.</li> <li>- Develop self-checking and proof reading strategies.</li> <li>-Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>- Use a thesaurus.</li> <li>-Spell homophones and other words that are often confused – isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, altar/alter, led/lead, steal/steel,cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</li> <li>- Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.</li> </ul>	<ul style="list-style-type: none"> <li>- Write fluently using a joined style as appropriate for independent writing.</li> <li>- Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</li> </ul>

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<ul style="list-style-type: none"><li>- Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth.</li><li>-Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</li><li>- Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.</li><li>-Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs.</li></ul>			
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