

Year 5 Writing Planning & Assessment **Met** Criteria

	Autumn 5.1	Spring 5.2	Summer 5.3
Composition Grammar & Punctuation Criteria	<p>Link paragraphs using adverbials</p> <p>Relative clauses beginning with a relative pronoun</p> <p>Direct speech split in the middle</p> <p>Create impact/effect (e.g. use of similes, metaphors)</p>	<p>Modal verbs and adverbs – to indicate degrees of possibility</p> <p>Relative clauses with an implied relative pronoun</p> <p>ing and ed adverbials to open sentences</p> <p>, to clarify meaning, to indicate parenthesis and to avoid ambiguity</p>	<p>Use a variety of verb tenses and subject/verb agreement</p> <p>Brackets to indicate parenthesis</p> <p>Dashes to indicate parenthesis</p> <p>Cohesive Paragraphs</p>
Text types	Story, persuasive, poetry, and explanation texts	Story, information texts, poetry, and discussion texts	Story, non-chronological reports, recount/autobiography, and poetry
Toolkits:	<p>Opening/Ending Toolkit</p> <p>Setting Description</p>	<p>Suspense Toolkit</p> <p>Character Description Toolkit</p>	<p>Dialogue Toolkit</p> <p>Action Toolkit</p>
<p>Explanation of desired outcomes</p> <p>Notes for teachers:</p>	<p>I organise my writing into sequences of paragraphs using adverbials to link them.</p> <p>I can use relative clauses using the relative pronouns who, which, where, when, whose, that and whom.</p> <p>I can use inverted commas and other punctuation to indicate direct speech broken into two parts.</p> <p>I can write to create Impact/effect – use of similes, metaphors etc.</p> <p>I can use the opening/ending toolkit features in my story writing.</p> <p>I can use the setting description toolkit features in my story writing.</p> <p>I can discuss the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for my own writing.</p> <p>I can note and develop my initial ideas, drawing on reading and research where necessary.</p>	<p>I can use modal verbs to indicate a degree of possibility.</p> <p>I can use adverbs to indicate a degree of possibility.</p> <p>Modal verbs are used to show the level of possibility, indicate ability, show obligation or give permission. The most common modal verbs are: Will, would, should, could, may, can, shall, ought to, must, might</p> <p>Possibility Modal verbs can be used when we want to show how likely something is to happen. For example: <i>It might rain tomorrow.</i></p> <p>Ability Modal verbs can be used when we want to show a skill or someone's ability to do something. For example: <i>Jack can sing.</i></p> <p>Obligation and advice Modal verbs can be used to state when something is necessary/compulsory, to give an instruction or to give advice. For example: <i>James should cook the dinner tonight.</i></p> <p>Permission Modal verbs are used to give or ask for permission for an activity. For example: <i>You may have another biscuit.</i></p> <p>We use adverbials of probability to show how certain we are about something. The most frequent adverbials of probability are: certainly - definitely - maybe – possibly - clearly - obviously - perhaps - probably <i>maybe</i> and <i>perhaps</i> usually come at the beginning of the clause: Maybe it won't rain.</p>	<p>I can use a variety of verb tenses including simple past/present tense, past/present progressive tense and past/present perfect tense.</p> <p>I ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>I can use brackets to indicate parenthesis.</p> <p>I can use dashes to indicate parenthesis.</p> <p>I can write with cohesion between paragraphs and organise my writing into sequences of paragraphs to show different information or events – linking paragraphs with adverbials – time and place.</p> <p>I can use the dialogue toolkit features in my story writing.</p> <p>I can use the action toolkit features in my story writing.</p> <p>I can use the correct features and sentence structure matched to the text type working on.</p>

	<p>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can proofread for spelling and punctuation errors.</p> <p>I can propose changes to vocabulary, punctuation and grammar to enhance effects and to clarify meaning.</p>	<p>Other adverbs of possibility usually come in front of the main verb: Will they <u>definitely be</u> there?</p> <p>I can use relative clauses with an implied relative pronoun.</p> <p>I can mostly use the correct features and sentence structure matched to the text type we are working on.</p> <p>I can use 'ing' adverbials to open a sentence.</p> <p>I can use 'ed' adverbials to open a sentence.</p> <p>I can use , around extra information, to clarify meaning and avoid ambiguity.</p> <p>I can use the suspense toolkit features in my story writing.</p> <p>I can use the character description toolkit features in my story writing.</p> <p>I can discuss the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for my own writing.</p> <p>I can note and develop my initial ideas, drawing on reading and research where necessary</p> <p>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>I can assess the effectiveness of my own and others' writing. can proofread for spelling and punctuation errors</p> <p>I can propose changes to vocabulary, punctuation and grammar to enhance effects and to clarify meaning.</p> <p>I can discuss the audience and purpose of the writing.</p>	<p>I can discuss the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own writing.</p> <p>I can note and develop my initial ideas, drawing on reading and research where necessary.</p> <p>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>I can assess the effectiveness of my own and others' writing.</p> <p>I can proofread for spelling and punctuation errors vocabulary to create an impact on the reader.</p> <p>I can propose changes to vocabulary, punctuation and grammar to enhance effects and to clarify meaning.</p> <p>I can establish a viewpoint as the writer through commenting on characters and events.</p>
Spelling dictionary	I can use different dictionaries to find words using first 3-4 letters	I can use a dictionary with confidence.	I can use a thesaurus to find more interesting words.
Spelling Rules – see English Appendix 1 for rules and guidance	<p>Words ending in 'cious' (for example, vicious/cautious/delicious etc.)</p> <p>Words ending with 'tious' (for example, cautious, infectious, nutritious etc.)</p>	<p>Words ending in –able and –ible</p> <p>Words ending in –ably and ibly</p> <p>Adding suffixes beginning with vowel letters to words ending in –fer (for example, referring, preferring etc.)</p>	<p>Use of the hyphen to join a prefix to a root word: co-ordinate, re-enter, co-operate etc.</p> <p>The i before e except after c rule.</p>

	<p>Words ending with 'cial' (for example, official, special, artificial etc.)</p> <p>Words ending with 'tial' (for example, partial, confidential, essential etc.)</p> <p>Words ending in -ant, -ance/-ancy and words ending in -ent, -ence/-ency and the exception to the rule</p>		<p>Words containing the letter string 'ough' for example, ought, rough, dough, though, thorough, plough etc.</p>
Spelling year 5 common exception words	<p>According, achieve, amateur, ancient, attached, available, average, bargain, bruise, category, cemetery, curiosity</p>	<p>Definite, develop, excellent, existence, familiar, foreign, forty, harass, identity, interfere, interrupt, lightning, leisure, muscle, occupy, occur, persuade, physical, queue</p>	<p>Relevant, rhyme, rhythm, soldier, stomach, symbol, system, suggest, twelfth, variety, vegetable, vehicle, yacht.</p>
Handwriting:	<p>Met: I can use diagonal and horizontal strokes needed to join letters.</p> <p>I can understand which letters should be left unjoined.</p> <p>My handwriting is legible and consistent, down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p> <p>I can choose the style of handwriting to use when given a choice.</p> <p>I can choose the handwriting that is best suited for a specific task.</p>		

If pupils have achieved the criteria for that term they are considered a '**Met**' pupil, they have achieved the National Standard for that term.

Non-Negotiables:

- Forms all letters correctly and uses diagonal and horizontal strokes to join letters, ascenders/descenders don't touch.
- Use capital letters and full stops to demarcate sentences accurately.
- Use ? ! and , in a list.
- Uses apostrophe for possession, plural possession and in contractions.
- Uses brackets, commas, and dashes for parenthesis.
- Use a variety of verb tenses consistently.
- Uses simple, compound and complex sentences (coordinating/subordinating conjunctions).
- Spells KS1 and most year 3, 4 and 5 common exception words and applies spelling rules.
- Writes a coherent story using 5 paragraphs and coherent non-fiction text organised into paragraphs using headings/sub-headings.
- Punctuates direct speech correctly when it is split in two and uses new line correctly for a new speaker.
- Starts sentences with variety of fronted adverbials followed by a comma.
- Uses pronoun/noun to avoid repetition.
- Uses noun phrases.
- Uses relative clauses (beginning with who, which, where, when, whose, that).
- Uses brackets, commas, and dashes for parenthesis.