

Year 5

Spelling

Children can spell words with silent letters (doubt, knickers, island, lamb, solemn, knight, whistle, debt)

Children can spell the following homophones correctly:

isle/aisle, aloud/allowed, affect/effect, herd/heard, led/lead, steel/steal, alter/altar, cereal/serial, father/farther, guessed/guest, mourning/morning, whose/who's

Hyphens to be used e.g. red-haired man

Words ending in able and ible are spelt correctly

- able (adorable, disposable, enjoyable) and ible (horrible, terrible, legible)

Words ending in ably and ibly are spelt correctly

- ably (remarkably, unbearably) and ibly (sensibly, possibly, invisibly)

Children can spell words with the ough letter string (tough, rough, thorough, dough, plough)

Words spelt ei (ceiling, vein, weird)

Words spelt ie (shield, chief)

Handwriting

Children can write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letter
- choosing the writing implement that is best suited for a task

Writing - composition and grammar

Children will be able to:

Year 6

Spelling

Children will add suffixes to words ending in fer (transferred/transferring, preference/preferred)

Children will be able to spell the following homophones containing ce/se endings

advice/advise, device/devise, practise/practice, licence/licensed, draught/draft, dissent/descent, precede/proceed, wary/weary, desert/dessert, stationery/stationary, complement/compliment, principle/principal, profit/prophet)

Words with cious and tious endings (ambitious, cautious, delicious, spacious)

Words with the cial and tial endings are correct (social, facial, official, essential, substantial, partial)

Words ending in ant, ance and ancy (elegant/elegance, expectant/expectancy)

Words ending in ent, ence and ency (preference, transference, reference)

Handwriting

Children can write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letter
- choosing the writing implement that is best suited for a task

Writing - composition and grammar

Children will be able to:

- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assess the effectiveness of their own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- use modal verbs or adverbs to indicate degrees of possibility
- use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- use commas to clarify meaning or avoid ambiguity in writing
- use brackets, dashes or commas to indicate parenthesis
- in narratives, describe settings and characters, integrating dialogue to convey character. characters and atmosphere and integrating dialogue to convey character
- use expanded noun phrases to convey complicated information concisely
- use the perfect form of verbs to mark relationships of time and cause

- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- assess the effectiveness of their own and others' writing
- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- use passive verbs to affect the presentation of information in a sentence
- use hyphens to avoid ambiguity
- use semicolons, colons or a dash to mark boundaries between independent clauses
- use a colon to introduce a list
- punctuate with bullet points consistently
- use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- use a wide range of devices to build cohesion within and across paragraphs
- in narratives, describe settings and characters **and atmosphere**, integrate dialogue to convey character and **advance the action**
- ensure the consistent and correct use of tense throughout a piece of writing

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| | <ul style="list-style-type: none">• ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register• using the perfect form of verbs to mark relationships of time and cause |
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