Year 5Writing and Spoken Language Curriculum 2014   Name:

Writing Transcription			
• Form verbs with prefixes. for example, dis, de, mis, over and re.			
• Convert nouns or adjectives into verbs by adding a suffix. for example, ate, ise, ify.			
• Understand the general rules for adding prefixes and suffixes above.			
• Spell some words with 'silent' letters, e.g. *knight*, *psalm*, s*olemn.*			
• Distinguish between homophones and other words which are often confused			
• Spell identified commonly misspelt words from Year 5 and 6 word list.			
• Use knowledge of morphology and etymology to spell new words			
• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.			
• Use a thesaurus.			
• Use a range of spelling strategies.			
• Produce legible handwriting, choosing whether or not to join specific letters for speed and fluency			
• Choose the writing implement that is best suited fora task (e.g. quick notes, letters).			
Writing composition			
• **Know the audience for and purpose of the writing. KPI**		•	
• **Use the features and structures of text types taught so far. KPI**		•	
• Structure sentences in different ways, varying the position of clauses.			
• Develop characters through action and dialogue.			
• Establish viewpoint as the writer through commenting on characters or events.			
• Choose vocabulary to engage and impact on the reader.			
• Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.			
• Add well-chosen detail to interest the reader			
• **Describe characters, settings and the atmosphere in their story writingKPI**			
• Organise writing into paragraphs to show different information or events.			
• **Use presentational devices to structure a text e.g. headings, statements, underlining.KPI**			
• **Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs. KPI**			
• **Use modal verbs or adverbs to indicate degrees of possibility KPI**			
• Assess the effectiveness of their own and others' writing.			
• Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.			
• **Ensure the consistent and correct use of tense throughout a piece of writing.KPI**			
• Ensure correct subject and verb agreement when using singular and plural and use verb forms correctly.			
• Distinguish between the language of speech and writing including the use of formal and informal language.			
• **Proof-read for spelling and punctuation errors.KPI**			
• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			
Vocabulary, Grammar and Punctuation			
• Punctuate all sentnences correctly with . ? ! and commas where appropriate			
• Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun.			
• **Indicate degrees of possibility useing adverbs (perhaps, surely) or modal verbs (might, should, will, must) KPI**			
• use expanded noun phrases to convey complicated information concisely			
• **Use commas to clarify meaning or avoid ambiguity in writing. KPI**			
• Begin to use brackets, dashes or commas to indicate parenthesis.			
• Begin to use a semi- colon, colon and dash to mark boundary between independent clauses (E.g. It's raining; I'm fed up) and use hyphens.			
• Use and understand the grammatical terminology in English Appendix 2 when discussing their writing (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, statements).			

Year 5 English and Spoken Language Curriculum 2014   Name:

Spoken language			
• Engage the interest of the listener by varying their expression and vocabulary.			
• Adapt spoken language to the audience, purpose and context.			
• Explain the effect of using different language for different purposes.			
• Develop ideas and opinions with relevant detail.			
• Express ideas and opinions, justifying a point of view.			
• Show understanding of the main points, significant details and implied meanings in a discussion			
• Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.			
• Begin to use Standard English in formal situations.			
• Begin to use hypothetical language to consider more than one possible outcome or solution.			
• Perform own compositions, using appropriate intonation and volume so that meaning is clear.			
• Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.			
• Understand and begin to select the appropriate register according to the context.			