	Year 5 & 6
Phonic and Whole Word Spelling	• I can spell some words with 'silent' letters • I can continue to distinguish between homophones and other words which are often confused • I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Spelling Strategies/Rules	• I can use further prefixes and suffixes and understand the guidance for adding them • I can use dictionaries to check the spelling and meaning of words • I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	
Handwriting	• I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • I can choose the writing implement that is best suited for a task
Context	• I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own • I can, in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning	• I can note and develop initial ideas, drawing on reading and research where necessary
Drafting	• I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • I can write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • I can summarise longer passages • I can use a wide range of devices to build cohesion within and across paragraphs • I can use further organisational and presentational devices to structure text and to guide the reader
Editing	• I can assess the effectiveness of my own and others' writing • I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • I can ensure the consistent and correct use of tense throughout a piece of writing • I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • I can proofread for spelling and punctuation errors
Performing	• I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	• I can use a thesaurus • I can use expanded noun phrases to convey complicated information concisely • I can use modal verbs or adverbs to indicate degrees of possibility
Grammar	**Year 5** I can understand the following: • Using the perfect form of verbs to mark relationships of time and cause • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • Converting nouns or adjectives into verbs • Verb prefixes • Devices to build cohesion, including adverbials of time, place and number **Year 6** I can understand the following: • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause • Differences in informal and formal language • Synonyms & Antonyms· further cohesive devices such as grammatical connections and adverbials • Use of ellipsis
Punctuation	**Year 5** • I can use commas to clarify meaning or avoid ambiguity in writing • I can use brackets, dashes or commas to indicate parenthesis **Year 6** • I can use hyphens to avoid ambiguity • I can use semicolons, colons or dashes to mark boundaries between independent clauses • I can use a colon to introduce a list punctuating bullet points consistently
Grammatical Terminology	**Year 5** Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity **Year 6** Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points