

Year Five

use further prefixes and suffixes and understand the guidance for adding them (dis- de- mis- over- re-)	
spell some words with 'silent' letters [for example, knight, psalm, solemn]	
continue to distinguish between homophones and other words which are often confused	
use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	
use dictionaries to check the spelling and meaning of 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	
write legibly, choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	
choosing the writing implement that is best suited for a task	
Plan their writing by:	
identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	
noting and developing initial ideas, drawing on reading and research where necessary	
in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed	
Draft and write by:	
selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
in narratives, describing settings, characters and atmosphere	
using a wide range of devices to build cohesion within and across paragraphs	
using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)	
Evaluate and edit by:	
assessing the effectiveness of their own and others' writing	
proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
ensuring the consistent and correct use of tense throughout a piece of writing	
ensuring correct subject and verb agreement when using singular and plural	
proofread for spelling and punctuation errors	
converting nouns or adjectives into verbs using suffixes (-ate -ise -ify)	
devices to build cohesion within a paragraph (then, after that, this, firstly)	
linking ideas across paragraphs using adverbials of time, place and number, or tense choices	
using the perfect form of verbs to mark relationships of time and cause	
using expanded noun phrases to convey complicated information concisely	
using modal verbs or adverbs to indicate degrees of possibility	
using relative clauses beginning with who, which, where, when, whose,	

<i>that or with an implied (i.e omitted) relative pronoun</i>	
<i>using commas to clarify meaning or avoid ambiguity in writing</i>	
<i>using brackets, dashes or commas to indicate parenthesis</i>	
<i>use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i>	