



Working at the expected standard in Y5
I write effectively for a range of purposes and audiences across a range of genres.
In non-narrative writing, I use simple devices to structure the writing. (headings, sub-headings, bullet points)
I can use adverbials of time (e.g., then, after that, firstly) and repetition to build cohesion within paragraphs.
I can use full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, preposition phrases, apostrophes for contraction and singular and plural possession and all direct speech punctuation.
I use commas for clarity.
I use punctuation for parenthesis (brackets, commas and dashes).
I use commas or dashes to mark relative clauses beginning with <i>who, which, where, when, whose, that</i> .
I can use a range of coordinating conjunctions. <i>and, or, but, so, for, yet, nor</i>
I can use a range of subordinating conjunctions. <i>after, when, while, if, that, because, before, although, even though, whenever, until, whereas, which, as, since, unless, in order that, in case, whether, though, even if, whatever</i>
I can use fronted adverbials for manner, time, place and number to link ideas across paragraphs.
I can use expanded noun phrases sometimes with an additional modifying adjective. e.g., the mottled, blue butterfly with the broken wings.
I can use the reporting clause at the beginning, middle or end of direct speech.
I can integrate dialogue/direct speech to convey character and advance the action.
I use a new paragraph when a new speaker speaks.
I can identify and name simple present, simple past tense, progressive present and progressive past tenses.
I can use a pronoun before a noun in a sentence. e.g., Jess couldn't wait to see him , but Jack would not be here until next week.
I can use similes as sentences openers.
I can use three -ed endings openers. e.g., Confused, shocked, scared, the children ran from the burning building.
I can use adjective, same adjective sentences. e.g., He was a fast runner, fast because he needed to be.
I can use paired conjunctions in my sentences. e.g., Neither money, nor gifts could make him visit the haunted mansion again.
I can use 'the more, the more' sentences. e.g., The more angry he became, the more he hammered his fists on the table.
I can spell most words correctly including spelling all high frequency words correctly (KS1, Y3/Y4 and some Y5/6).
I consistently produce legible joined handwriting.
Working at greater depth in Y5
I can select precise vocabulary and grammatical structures that reflect the level of formality required.
Knowing how to make writing succinct by using precise grammar and punctuation to engage the reader.
I can use the full range of punctuation taught consistently and appropriately.



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