

Writing, steps 28 to 32 Spelling and Grammar steps 28 to 30

<p><b>Transcription Handwriting</b></p>	<p>I can write legibly, fluently and with increasing speed</p>	<p>I can choose which shape of a letter to use when given choices</p>	<p>I can decide whether or not to join specific letters</p>	<p>I can choose the writing implement that is best suited for a task.</p>			
<p><b>Composition</b></p>	<p><u>I can identify the audience for and purpose of the writing</u></p>	<p><u>I can use other similar writing to help me to select the appropriate structure</u></p>	<p>I can use other similar writing as models for my own writing</p>	<p>I can note and develop my initial ideas, and use reading and research where necessary</p>	<p>When writing narratives, I can consider how authors have developed characters and settings</p>	<p>I can make changes to Vocabulary, Grammar &amp; Punctuation to enhance my writing and make meanings clear</p>	<p>I can choose appropriate grammar and vocabulary.</p>
	<p>I understand how choices can change and enhance meaning</p>	<p><u>I can describe settings, characters and atmosphere</u></p>	<p>I can use speech to explain more about the character and move the story on</p>	<p>I can summarise longer pieces of text</p>	<p>I can use a wide range of techniques to link within and across paragraphs</p>	<p><u>I can use further organisational and presentational techniques to structure text and to help the reader for example, headings, statements, underlining.</u></p>	<p>I can assess the effectiveness of my own and other people's writing</p>
	<p>I can make sure that subjects and verbs agree when using singular and plural</p>	<p>I can tell the difference between the language of speech and writing and make sure I have chosen the right type of language for the text I am writing</p>		<p><u>I can proof-read for spelling and punctuation mistakes</u></p>	<p><u>I can make sure the tense is correct throughout a piece of writing</u></p>		
<p><b>Spelling steps 28-30</b></p>	<p>I can use prefixes and understand how to add them (eg, dis-, des, mis-, over- and re-).</p>	<p>I can use suffixes and understand how to add them.</p>	<p>I can spell some words with 'silent' letters.</p>	<p>I can use homophones.  I can use a thesaurus.</p>	<p>I can spell all of the words I have been given in Year 5 (look at your spellings list)</p>	<p>I can use my knowledge of words to know that the spelling of some words needs to be learnt specifically</p>	<p>I can use the first three or four letters of a word to check the spelling and meaning of words in a dictionary.</p>
<p><b>Vocabulary, Grammar and Punctuation steps 28-30</b></p>	<p><b>Word</b> <u>I can change a noun into a verb using a suffix (such as; -ate; -ise; -ify).</u></p>	<p><u>I can change an adjective into a verb using a suffix (such as; -ate; -ise; -ify).</u></p>	<p><b>Sentence</b> I can use clauses beginning with who, which, where, when, whose, that,</p>	<p><u>I can show degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must)</u></p>	<p>I can use expanded noun phrases to convey complicated information.</p>	<p><b>Text</b> <u>I can use techniques to build cohesion within a paragraph (eg, then, after that, this, firstly)</u></p>	<p>I can link ideas across paragraphs using conjunctions (eg, later), place (eg, nearby) and number (eg, secondly).</p>
	<p><b>Punctuation</b> I can use brackets, dashes or commas to indicate subordinate clauses.</p>	<p><u>I can use of commas to clarify meaning or avoid ambiguity.</u></p>	<p><b>Terminology for pupils</b>  I can use and understand the year-5 grammatical terminology e.g. modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity, accurately and appropriately when discussing my writing and reading</p>				

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