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| **Spelling** | **Handwriting** | **Punctuation** | **Grammar** | | |
| Pupils should be taught to spell:   * Words ending in ‘-cious’ * Words ending in ‘-tious’ and ‘-ious’ * Words with short vowel ‘I’ sound spelt with ‘y’ * Words with long vowel ‘I’ sound spelt with ‘y’ * Words that are homophones or near homophones * Words with silent letter * Modal verbs * Words ending in ‘ment’ * Adverbs of possibility and frequency * Words from the spelling list: vegetable, vehicle, bruise, soldier, stomach, recommend, leisure, privilege, occur, neighbour | * Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices, and deciding which letters to join; and choosing the writing implement best suited to the task | * Use commas after fronted adverbials * Use inverted commas and other punctuation to indicate direct speech * Indicate possession by using the possessive apostrophe with plural nouns * Use commas to clarify meaning or avoid ambiguity | * Use Standard English forms for verbs inflections instead of local forms e.g. we were not we was * Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases * Extend the range of sentences with more than one clause by using a wider range of conjunctions * Understand how words are related by meaning as synonyms and antonyms, and use a thesaurus to such for suitable synonyms. * Know that difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. * Use present perfect forms of verbs. * Use devices to build cohesion with a paragraph e.g. then, after that, this | | |
| **Text for the Term** | | **Composition** | | **Terminology** | |
|  | | * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing the range of sentence structures. * 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 * Note and develop initial ideas, drawing on reading and research where necessary * Consider how authors have developed characters and settings. * Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. * Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. * Evaluate and edit by assessing the effectiveness of their own and others writing * Edit by proposing changes to vocabulary, punctuation and grammar to enhance effects and clarify meaning * Proof read for spelling and punctuation errors * Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear | | Standard English  synonyms  inverted commas  time adverbials/conjunctions  reporting clause  preposition  subordinate clause  main clause  rhetorical questions  emotive language  direct speech  reported speech  figurative language  possessive apostrophe  comma  informal  formal  modal verbs  relative clauses  organisational device | tone  tension  suspense  mood  atmosphere  imagery  pathetic fallacy  opinion  hyphen  rhyming couplets  kenning  stanza  bracket  dash  parenthesis  lipogram  diamante  symbolism |

Year 5 Autumn

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| **Spelling** | **Handwriting** | | **Punctuation** | **Grammar** | | |
| Pupils should be taught to spell:   * Words with suffix -ity * Words with suffix -ness * Words with suffix -ship * Words that are homophones or near homophones * Words with an ‘or’ spelt ‘or * Words with ‘or’ spelt ‘au’ * Words with suffix -ate * Words with suffix -ise * Words with suffix -ify * Words with suffix -en | * Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices, and deciding which letters to join; and choosing the writing implement best suited to the task. | | * Use commas after fronted adverbials * Use inverted commas and other punctuation to indicate direct speech * Indicate possession by using the possessive apostrophe with plural nouns * Use commas to clarify meaning or avoid ambiguity * Use brackets, dashes or commas to indicate parenthesis * Use further organisational and presentational devices to structure text and guide the reader e.g., headings, bullet points, underlining | * Use Standard English forms for verbs inflections instead of local forms e.g. we were not we was * Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases * Extend the range of sentences with more than one clause by using a wider range of conjunctions * Understand how words are related by meaning as synonyms and antonyms, and use a thesaurus to such for suitable synonyms. * Know that difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. * Use present perfect forms of verbs. * Use devices to build cohesion with a paragraph e.g. then, after that, this * Use relative clauses beginning who, which, where, when, whose, that, or an omitted relative pronoun * Vary the position of subordinating clauses with intention and effect. | | |
| **Text for the term** | | **Composition** | | | **Terminology** | |
|  | | * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing the range of sentence structures. * 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 * Note and develop initial ideas, drawing on reading and research where necessary * Consider how authors have developed characters and settings. * Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. * Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. * Evaluate and edit by assessing the effectiveness of their own and others writing * Edit by proposing changes to vocabulary, punctuation and grammar to enhance effects and clarify meaning * Proof read for spelling and punctuation errors * Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear * Draft and write by beginning to precis longer passages. | | | Standard English  synonyms  inverted commas  time adverbials/conjunctions  reporting clause  preposition  subordinate clause  main clause  rhetorical questions  emotive language  direct speech  reported speech  figurative language  possessive apostrophe  comma  informal  formal  modal verbs  relative clauses  organisational devices | tone  tension  suspense  mood  atmosphere  imagery  pathetic fallacy  opinion  hyphen  rhyming couplets  kenning  stanza  bracket  dash  parenthesis  lipogram  diamante  symbolism |

Year 5 Spring

Year 5 Summer

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| **Spelling** | **Handwriting** | | **Punctuation** | **Grammar** | | |
| Pupils should be taught to spell:   * Words with letter string ‘ough’ * Adverbials of time * Adverbials of place * Words with an ‘ear sound spelt ‘ere’ * Words from the spelling list: afterwards, amateur, ancient, amateur, ancient, bargain, muscle, queue, recognise, twelfth, identity, develop, harass * Words with unstressed vowels in polysyllabic words * Words with prefixes de- and re- * Words with prefix over- * Words with suffix -ful * Words with suffix -ive * Words with suffix -al | * Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices, and deciding which letters to join; and choosing the writing implement best suited to the task. | | * Use commas after fronted adverbials * Use inverted commas and other punctuation to indicate direct speech * Indicate possession by using the possessive apostrophe with plural nouns * Use commas to clarify meaning or avoid ambiguity * Use brackets, dashes or commas to indicate parenthesis * Use further organisational and presentational devices to structure text and guide the reader e.g., headings, bullet points, underlining * Use the colon to introduce a list and use semicolons within lists * Use ellipsis for effect | * Use Standard English forms for verbs inflections instead of local forms e.g. we were not we was * Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases * Extend the range of sentences with more than one clause by using a wider range of conjunctions * Understand how words are related by meaning as synonyms and antonyms, and use a thesaurus to such for suitable synonyms. * Know that difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. * Use present perfect forms of verbs. * Use devices to build cohesion with a paragraph e.g. then, after that, this * Use relative clauses beginning who, which, where, when, whose, that, or an omitted relative pronoun * Vary the position of subordinating clauses with intention and effect. * Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs * Use a range of verb tenses consistently and correctly. * Link ideas across paragraphs using adverbials of time, place and number or tense choice | | |
| **Text for the term** | | **Composition** | | | **Terminology** | |
|  | | * Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing the range of sentence structures. * 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 * Note and develop initial ideas, drawing on reading and research where necessary * Consider how authors have developed characters and settings. * Draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. * Draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. * Draft and write by beginning to precis longer passages. * Evaluate and edit by assessing the effectiveness of their own and others writing * Edit by proposing changes to vocabulary, punctuation and grammar to enhance effects and clarify meaning * Proof read for spelling and punctuation errors * Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear | | | Standard English  synonyms  inverted commas  time adverbials/conjunctions  reporting clause  preposition  subordinate clause  main clause  rhetorical questions  emotive language  direct speech  reported speech  figurative language  possessive apostrophe  comma  informal  formal  modal verbs  relative clauses | organisational devices tone  tension  suspense  mood  atmosphere  imagery  pathetic fallacy  opinion  hyphen  rhyming couplets  kenning  stanza  bracket  dash  parenthesis  lipogram  diamante  symbolism |