

Year 5 Agreed non-negotiables from previous year groups	<ul style="list-style-type: none"> <li>Write in a legible and consistent style, with increased quality and speed</li> <li>Cap let, Full Stops, ? ! used consistently to write and edit work</li> <li>Commas to list</li> <li>Write letters with parallel down strokes and appropriate spacing</li> <li>' for contractions and singular possession</li> <li>Many year 3/4 words spelt accurately</li> </ul>	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1.	Plan through discussing similar writing; analysing structure, vocabulary and grammar and use to create their own plan						
2.	Explore and use their own techniques to note their ideas, drawing on research where necessary						
3.	Perform compositions, using appropriate intonation, volume and movement						
4.	Use expanded noun phrases precisely to add detail across a piece of writing e.g. using prepositions, adverbs for manner and how much (very/likely/almost)						
5.	Indicate degrees of possibility through the use of adverbs e.g. nearly almost very						
6.	Indicate degrees of possibility the rough the use of modal verbs e.g. could, would, should, may						
7.	Use of inverted commas and other punctuation to indicate direct and reported speech e.g. all speech punctuation accurate and placed thoughtfully in a paragraph to move the action on						
8.	Use relative clauses beginning with who, which, where, when, whose and that e.g. Mr Victor Hazel, who had cheeks as red and as puffy as ripened cherry, stuffed himself back into his car. Secure use of commas for clauses						
<b>Term 2 Milestones completed</b>							
9.	Use embedded clauses e.g. Mr Victor Hazel, although not usually a customer at the filling station, pulled up at the pump and yelled for service. Secure use of commas for clauses						
10.	Use main and subordinate clauses and move their position in sentences e.g. revisit front/embedded/relative/end Secure use of commas for clauses						
11.	Use commas accurately to demarcate clauses in complex sentences e.g. as parenthesis, to separate clauses						
12.	Use figurative devices such as metaphors and personification e.g. linked to poetry and Quality Text – use to develop character and setting						
<b>Term 3 Milestones completed</b>							
13.	Ensure consistent and appropriate use of tense throughout a piece of writing e.g. progressive (ing), perfect (has been/is being) past and present						
14.	Develop characters in detail e.g. use figurative language, expanded noun phrases, paragraphs dedicated to a particular setting or atmosphere, adverbial phrases, embedded clauses, precise phrases and vocabulary revisit internal punctuation.						
15.	Use precise phrases and vocabulary linked to topic, text, and Year 5 word list to add detail across a piece of text e.g. prepositional phrases, adverbial phrases, vocabulary linked to Quality texts/modelled text/year 5/6 word list Y5 spelling rules						
16.	Distinguish between the language of speech and writing and develop formal language structures in different text types e.g. use an authority figure in a narrative, modal verbs 'this could be the case', 'He had been riding a bike since he was three'. The man <u>has been</u> taken in for questioning						
17.	Develop settings and atmosphere in detail e.g. use figurative language, expanded noun phrases, paragraphs dedicated to a particular setting or atmosphere, adverbial phrases, embedded clauses, precise phrases and vocabulary						
18.	Use a range of devices to link paragraphs e.g. fronted adverbial phrases, repetition, ... , text specific features (first/then/next/sub headings etc.)						
<b>Term 4 Milestones completed</b>							
19.	Control more complex plots e.g. beginning/middle/end plots with paragraphs to develop character or setting or tension, prequels/sequels/alternative endings						
20.	Use a range of cohesive devices within paragraphs e.g. repetition, pronoun chains, expanded noun phrases using prepositions, range of main and subordinate clauses						
21.	Modify and control use of narrative language features e.g. expanded noun phrases, precise vocabulary, figurative language, power 3, exaggeration, adverbial phrases, prepositional phrases, standard and non-standard English, dialogue						
22.	Modify and control use of non fiction language features e.g. perfect form, imperatives, genre specific features, modal verbs, modifying adverbs						
23.	Control the use of organisational features in fiction and non fiction e.g. noun and pronoun chains, repetition, fronted adverbial phrases, adverbs, complex and compound sentence, genre specific, paragraphs, sub headings etc.						
24.	Can spell at least half of the year5/6 common exception words and homophones e.g. include edited evidence						
25.	Can spell words using some of the year5/6 prefixes and suffixes e.g. include edited evidence						
26.	Can use the first 3 letters of a word to check spellings and meanings in a dictionary, use a thesaurus						
27.	Evaluate their writing through discussion and make improvements through redrafting the vocabulary and grammar to enhance effect						
28.	Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations e.g. use word banks and class display generate during the build up of a unit						
29.	Identify the audience and purpose for their writing and select the appropriate form e.g. linked to topic/quality text/talk for writing sequence/wow day/opening experience						
30.	Write free verse poetry of increasing complexity, with a specific purpose e.g. place in provision 3 x per year (term 2/4/6)						