Year 5 Coverage

Pupil(s) are confidently and independently able to apply their knowledge:	5.1 Instructions	5.2 Character description	5.3 Recount: Diaries	5.4 Recount: Biographies	5.5 Recount: Autobiographies	5.6 Narrative	5.7 Argument and Debate (Single Sided)	5.8 Narrative - Setting Description	5.9 Explanation text	5.10 Persuasive Texts - Advert	5.11 Poetry	5.12 Narrative
To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.												
To select appropriate grammar and vocabulary to match the purpose and audience of their writing.												
To describe settings, characters and atmosphere with increasing awareness of the reader.												
To begin to use dialogue to convey a character and advance the action.												
To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.												
To create paragraphs that are usually suitably linked (some transitions may be awkward).												
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.												
To use the full range of punctuation from previous year groups.												
To begin to use commas to clarify meaning or to avoid ambiguity.												
To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e. g. nearby; and number, e.g. secondly.												
To begin to experiment with relative clauses with support and modelling.												
To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.												
To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.												
To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.												
To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.												
To spell some words correctly from the Y5/6 statutory spelling list.												
To write legibly, fluently and with increasing speed.												