Year 5 Coverage - Expected Standard

Pupil(s) are confidently and independently able to apply their knowledge:	5.1 Instructions	5.2 Setting Description	5.3 Character Description	5.4 Biographies	5.5 Diaries	5.6 Autobiography	5.7 Atgument and Debate (Single Sided)	5.8 Narrative (Character & Setting)	5.9 Narrative (Spooky Stories)	5.10 Explanation Texts	5.11 Narrative	5.12 Poetry	5.13 Persuasive Writing
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.	■	■	■	■	■	■	■	■	■	■	■	■	■