

Aycliffe Village Primary School
Great oaks from tiny acorns grow

Autumn Term - Orange Highlighting

Spring Term - Yellow Highlighting

Summer Term - Green Highlighting



Year 5	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
	<ul style="list-style-type: none"> uses <u>relative clauses</u> with/without a <u>relative pronoun</u> selects words for effect to support purpose and engage readers' interest 	<ul style="list-style-type: none"> begins to build paragraphs around a topic sentence demonstrates growing awareness of audience and purpose begins to develop characters and settings through selection of effective vocabulary summarises a paragraph considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing 	<ul style="list-style-type: none"> uses a thesaurus words containing the letter-string <i>ough</i> 	
Developing	<ul style="list-style-type: none"> uses <u>modal verbs</u> to indicate degrees of possibility uses <u>brackets, dashes</u> and commas to demarcate relative clauses uses a thesaurus to refine word choice 	<ul style="list-style-type: none"> links ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>) selects appropriate formats and forms to suit audience and purpose uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere edits own work and offers suggestions to others to improve the impact and effect of writing proof reads own work for spelling and punctuation errors 	<ul style="list-style-type: none"> words with the /ee/ sound spelt <i>ei</i> after <i>c</i> converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, -ify</i>) verb prefixes (e.g. <i>dis-, de-, mis-, over-</i> and <i>re-</i>) 	
Secure	<ul style="list-style-type: none"> uses modal verbs and adverbs to indicate degrees of possibility uses brackets, dashes and commas to indicate <u>parenthesis</u> uses commas to clarify meaning or avoid <u>ambiguity</u> chooses vocabulary to complement purpose 	<ul style="list-style-type: none"> identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own uses devices to build <u>cohesion</u> within and across paragraphs shows a growing awareness of how authors develop character and setting, including through the use of dialogue begins to précis longer passages makes effective changes when editing own and others' work 	<ul style="list-style-type: none"> spells some words from the National Curriculum word list for Years 5 and 6 uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i> 	<ul style="list-style-type: none"> knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms

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