

Name: SEND/EI		Year group joined/date: PP: Yes/No	
English Composition			
	Year 5 Expected	Year 5 Greater Depth	
<b>PLANNING</b>	<p>When planning writing, <b>draw upon prior knowledge of key success criteria alongside examples of more sophisticated texts</b></p> <p>Plan writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own</p>	<p>Plan writing by: noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	
<b>DRAFT and WRITE</b> including vocabulary, grammar and punctuation engaging with the appropriate terminology	<p><b>Use subordinating sentence structures consistently.</b></p> <p>Use <b>and describe</b> relative clauses, adverbs and modal verbs to demonstrate degrees of possibility and shades of meaning <b>Modal verbs give additional information about the main verb it follows, should, must etc</b></p> <p><b>Identify co-ordinating and subordinating sentences and know which conjunctions belong to which group</b></p>	<p>According to audience, purpose and context, writing demonstrates assured use of:</p> <p><b>sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas</b></p> <p><b>precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations</b></p>	
	<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning (Eats, shoots and leaves)</p>	<p><b>A range of punctuation is used, accurately (including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points).</b></p>	
	<p>Use paragraphing consistently.</p> <p>Develop ideas within and across paragraphs eg. using adverbials (time, place, number) or tense choices</p>	<p><b>The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of paragraphs to develop and expand some ideas, descriptions, themes or events in depth</b></p>	
	<p>To use, identify and manipulate the terminology: Apostrophes for contraction Single clause sentence Co-ordinating and subordinating sentences Ambiguity Parenthesis Articles a, an, the Antonyms Pronoun-relative/possessive Determiner</p>		

	Modal verb	
<b>Character</b>	Maintain the sense of the character throughout the story using description.	Maintain the sense of the character throughout the story using description including metaphor and personification and how the character responds to others.
<b>Setting</b>	Describe the setting using appropriate metaphors and simple personification	
<b>Plot</b>	Develop the plot drawing upon prior knowledge of structure and using at least 1 paragraph for each section	
<b>Non Fiction</b>	Use a range of organisational and presentational devices to structure text and to guide the reader Eg. text boxes, arrows, captions	

### English Composition

	Year 5 Expected	
<b>EVALUATE and EDIT</b>	Peer assess drawing upon prior knowledge of key success criteria Self-assess drawing upon prior knowledge of key success criteria  Perform own compositions, using appropriate intonation, volume and movement so that the meaning is clear	Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning.
<b>HANDWRITING</b>	Write fluently and with increasing speed	