



Working towards the expected standard

Term :-	Cycle 1	Cycle 2	Cycle 3
Begin to draw on other similar writing as models for own writing			
Draft and write narratives describing settings, characters and plot			
Begin to spell words with Year 5 suffix range including, ible, able, cial, tial, cious, tious			
Spell some complex words suitable for Year 5 (spelling appendix)			
Beginning to use a greater range of punctuation including dashes and brackets.			
Begin to show some understanding of how to turn nouns and adjectives into verbs by adding suffixes such as 'ise' and 'ate'			

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Term :-	Cycle 1	Cycle 2	Cycle 3
Plan writing by identifying audience and purpose of the writing, using other similar writing as models for their own.			
Draft and write narratives describing settings, characters and atmosphere and integrating dialogue to convey characters			
Use organisational and presentational devices to structure text and to guide the reader. E.g. headings, bullet points, underlining.			
Evaluate and edit by ensuring mostly consistent and correct use of tense throughout the piece of writing.			
Proof read for punctuation errors including brackets, dashes or commas to indicate parenthesis			
Convert nouns or adjectives into verbs by adding suffixes. E.g. 'ise', 'ate', 'ify'			
Indicate degrees of possibility using adverbs. E.g. Perhaps, surely or modal verbs such as might, should, will, must.			
Use devices to build cohesion within paragraphs such as then, after that, this, firstly			
Use commas to clarify meaning and avoid ambiguity			
To spell some words from the Year 5 and 6 spelling appendix			
To spell words ending in 'shush' sound e.g. cious,tious - 'shil' sound e.g. cial, tial - 'ance', 'ence' - 'ible and 'able or 'ibly and ably'			



Working at the greater depth

Term :-	Cycle 1	Cycle 2	Cycle 3
Spell Year 5 and 6 expected words accurately			
To spell words with accuracy using a range of word endings listed within expected.			
Proof read work to ensure absolute accuracy with the full range of punctuation for year 5.			