

Writing Success in Year 5

I add prefixes and suffixes using the rules we have worked on in class.	I can spell some words that include silent letters, such as knight , psalm and solemn .	I know some homophones such as 'eye' and 'I' or 'bee' and 'be' and can point out the different uses of these words.	I can use spelling rules/patterns and I know that some tricky words need to be learnt individually.	I use a dictionary to check how words are spelled and what words mean.	I use the first three or four letters of a word to quickly find it in a dictionary.
I use a thesaurus to improve my vocabulary use, using a wider set of different words in my text.	I make sure others can read my handwriting and decide whether or not to join specific letters.	I choose the writing tool that is best suited for a task.	I can plan my writing after considering the audience and purpose.	I plan my writing by using notes and developing or researching about texts.	
I plan my writing by considering how other authors have developed characters and settings.	I draft and write by selecting appropriate grammar and vocabulary to enhance meaning.	I review my work to further describe and develop settings, characters and atmosphere.	I can summarise a longer passage to create a short text with the same meaning.	I use themes and details across my texts to help my paragraphs link / flow well.	I use headings, bullet points and underlining to structure and guide a reader through my writing.
I can assess the success of my own and others' writing.	I can up level the vocabulary, grammar and punctuation in my writing.	I can use the correct tense throughout my writing.	I can use singular and plural words accurately and I know that my writing should not sound the same as when I am talking.	I proof-read my work to correct spelling and punctuation mistakes.	
I read aloud my own work so the meaning is clear, fluent and flows correctly.	I use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible.	I use brackets, dashes or commas to add detail to a sentence.	I understand the meaning of the words: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, nouns, adjectives, verbs, suffixes, verb prefixes, adverbs and adverbials.	I begin sentence clauses with who, which, where, when, whose, that or with.	I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].
I understating a range of verb prefixes (such as dis-, de-, mis-, over- and re-).		I can link ideas in my paragraphs using a range of connectives.	I can make links across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].	I use commas to structure my sentences and make the meaning clearer.	