

NON- NEGOTIABLES
On entry to Year 5 children should be able to:

- Spell the Year 3/4 words from the word list
- Identify main and subordinate clauses
- Use fronted adverbials, with commas

Meet expectations of the Y4 spelling programme
Use all Year 4 punctuation consistently and accurately, including ALL speech punctuation
Organise paragraphs around a theme

	Skills Progression	Example	EXS	GDS	Composition
1	Write for a range of purposes and audiences based on personal experiences and high quality texts	narratives, newspaper & chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, discussion, instructions, explanation, poetry	✓		<ul style="list-style-type: none"> • Compose and rehearse more complex sentences orally before writing, including dialogue • Explore and use thier own techniques to note ideas, drawing on research where necessary • Control plots (e.g. use of foreshadowing, dialogue to move the action on) • Extend and refine their use of narrative language features e.g. - reported speech instead of direct - repetition for effect - power of three linked to grammar expectations (The wind whistled through the trees, tickling the autumn leaves, as the night drew in.) • Use a range of figurative languauge e.g. - similes (...as angry as an erupting volcano.) - metaphor (He was an erupting volcano...) - personification (Gnarled fingers stretched out from the tree's body..) - allusion (It was a Pandora's box of horrors...) - idioms (Tom had been feeling under the weather for weeks.) • Extend and refine thier use of non-fiction language features e.g. technical vocabulary linked to the topic; precise description • Use a range of verb forms (progressive, perfect, modal) • Provide a range of opportunities to write for varying levels of formality e.g. a formal persuasive letter to a company; an informal letter/email to a friend; a friendly-formal information text; formal and informal sets of instructions; a formal police/eye-witness report etc.)
2	Write sentences with the subordinate clause at the start and end of the sentence		✓		
3	Use commas to separate main and subordinate clauses	As he stared into the darkness, Tom knew his fate was sealed. Tom knew his fate was sealed, as he stared into the darkness.	✓		
4	Indicate degrees of possibility using modal verbs	could, would, should, may, might, will	✓		
5	Indicate degrees of possibility using adverbs	perhaps, surely, possibly, certainly	✓		
6	Use embedded clauses	Tom knew, as he stared into the darkness, that his fate was sealed.	✓		
7	Use brackets and dashes to mark parenthesis	Tom knew (he wasn't sure how but he did) that his fate was sealed. Tom knew - without a shadow of a doubt - that his fae was sealed.	✓		
8	Use dashes for after-thoughts	Tom knew it was all over this time - without a doubt.	✓		
9	Use a range of cohesive devices within paragraphs	repetition for effect, tense, pronoun chains, connectives,	✓		
10	Use a range of devices between paragraphs	fronted adverbials, repetition for effect, tense	✓		
11	Use relative pronouns	who, which, where, when, that, whose			
12	Use defining and non-defining relative clauses Defining: provide essential information, no commas needed Non-defining: provide additional information, need commas	The wise man who showed Peter the way warned him to be careful. (defining: several wise men, defines which one warned Peter) The wise man, who showed Peter the way, warned him to be careful. (non-defining: only one wise man, who showed Peter the way is extra info.)	✓		
13	Use commas to mark non-definining relative clauses		✓		
14	Develop settings and atmosphere in detail	e.g. links between the place, weather, time, characters' reactions	✓		
15	Develop characterisation by drawing on their reading	description, actions, thoughts, motives, back story, others' reactions to them	✓		
16	Write with appropriate levels of formality for audience and purpose		✓		
17	Effective use of organisational features in fiction and non-fiction	balancing action, description and dialogue; balancing fact and opinion; bullet points, tables, charts, diagrams	✓		
18	Use a dictionary and thesaurus effectively	by 3rd/4th letter, appropriate word choices	✓		
19	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations		✓		
20	Proof-read and edit their writing		✓		
21	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear		✓		
22	Spell many words from the Year 5 word list and use these accurately in their writing	see CLF list (from NC list)	✓		
23	Meet the Y5 expectations from the chosen spelling scheme		✓		
24	Use legible, joined writing consistently		✓		
GD 1	Begin to use semi colons to separate main clauses			✓	
GD 2	Show secure use of a range of sentence structures, begin to manipulate clauses for effect			✓	
GD 3	Manipulate formality in different types of writing			✓	
GD 4	Begin to experiment with using passive voice	e.g. in science writing, newspaper reports		✓	
GD 5	Write effectively for a range of purposes and audiences			✓	
GD 6	Manipulate the language and grammar taught within Y5 in a range of independent writing, drawing on their own reading			✓	
GD 7	Consistently, use editing and revising strategies to improve the quality and accuracy of their writing			✓	
GD 8	Consistently use vocabulary from across the curriculum in their writing			✓	
GD 9	Consistently apply Y5 spelling expectations across their writing			✓	