

**Spinfield School Knowledge, Skills and Vocabulary progression map**

**Subject: Art and Design**

**Year: 5**

<b>Learning</b>	<b>Vocabulary</b>
Develop different ideas and explain choices for materials/techniques used.	Perspective, structure, construct, project, effective, composition, sepia, illustration, evaluate, Van Gogh, Cezanne, Tom Wesselman, mood board, manipulate, foreground, background, Roger Dean, artisan, enhance, replicate, pastiche
Confidently and systematically investigate the potential of new and unfamiliar materials and use these within their work.	
Evaluate his/her work against their intended outcome.	
Research and discuss various artists, architects and designers, discuss their processes and explain how these were used in the final product.	
<b>Techniques</b>	
Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.	Tye Dye, modelling clay, slip, print, relief work, paint, draw, collage, sewing, marbling, coiling
Mix colours to express mood, divide foreground from background or demonstrate tones.	
Develop skills in using clay, including slabs, coils and slips.	
Add collage to a drawn or printed background, using a range of media, techniques, colours and textures.	
Experiment with using layers and overlays to create new colours and textures.	
Return to work over longer periods of time and use a wider range of materials.	

<b>E safety</b>	<b>Vocabulary</b>
I understand how to choose online content for my age group.	Online safety, smart rules, password, reputable, encryption, identify theft, shared image, plagiarism citations, reference, bibliography,
<b>Networks</b>	Network, cloud, server, internet, world wide web, web browser, email,
Use the internet to allow me to share data with another person.	
<b>Network Searching</b>	Audience, collaboratively, concept, concept map, connection, idea, node, thought, visual
I can use more advanced features when searching online.	
Use a range of search tools to find exactly what I'm looking for.	
<b>Using Computers</b>	Spreadsheets, databases, modelling, game creator
Select appropriate software to use for a given task	
Confidently use a range of software tools.	
<b>Coding</b>	Action, alert, algorithm, code design, command, control, debug, event function, if/else, input, output, repeat, object, output, repeat, simulation, tabs, selection
Write increasingly complex programs	
Control external hardware from within my programs.	
Use loops to repeat tasks within a program	
Use IF statements to alter the way my programs run.	
Explain how increasingly complex algorithms solve a given problem.	

Cooking and Nutrition	Vocabulary
Understand the main food groups and the different nutrients that are important for health.	Ingredient,s yeast, dough, bran flour, wholemeal, unleavened, baking soda, spice herbs, fat, sugar, carbohydrate, protein, vitamins, nutrients, healthy, varied, intolerance, source, savoury, utensils, hygiene, stir, mix, rub, whisk, beat, roll out, sprinkle, design specification, research, evaluate recipe
Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat.	
Select appropriate ingredients and use a wide range of techniques to combine them.	
Processes	
Use my research into existing products and my market research to inform the design of my own innovative product.	Frame, structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, load, permanent circuit, series, switches, components, device, output ,copper, tape, monitor control, function, innovative, specification, design brief, user, purpose
Create prototypes to show my ideas.	
Make careful and precise measurements so that joins, holes and openings are in exactly the right place.	
Produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques.	
Make detailed evaluations about existing products and my own considering the views of others to improve my work.	
Build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger or more stable.	
Understand how to use more complex mechanical and electrical systems.	

**Spinfield School Knowledge, Skills and Vocabulary progression map**

**Subject: French**

**Year: 5**

Listening	Vocabulary
Gain an overall understanding of an extended text which includes some familiar language, e.g. summarising in English the key points he/she has heard in the target language.	Me and my school. Ask and tell the time using the analogue clock. School subjects including their favourite subject and likes and dislikes. Times of school subject.
Identify different ways to spell key sounds, & select the correct spelling of a familiar word.	What would you like? Asking for drinks and snacks, using euros and dates and names of festivals. Further Christmas vocabulary.
	Sport. Parts of the body, sports, questions about favourite sports and applying new concepts and structures.
Speaking	
Take part in conversations & express simple opinions giving reasons.	Me and my school. Ask and tell the time using the analogue clock. School subjects including their favourite subject and likes and dislikes. Times of school subject.
Adapt known complex sentences to reflect a variation in meaning.	What would you like? Asking for drinks and snacks, using euros and dates and names of festivals. Further Christmas vocabulary.
Begin to use intonation to differentiate between sentence types.	Sport. Parts of the body, sports, questions about favourite sports and applying new concepts and structures.
Create a short piece for presentation for an audience.	
Reading	
Read aloud & understand a short text containing mostly familiar language, using fairly accurate pronunciation.	Me and my school. Ask and tell the time using the analogue clock. School subjects including their favourite subject and likes and dislikes. Times of school subject.
Learn a song or poem using the written text for support.	What would you like? Asking for drinks and snacks, using euros and dates and names of festivals. Further Christmas vocabulary.
Use dictionaries to extend vocabulary on a given topic & develop his/her ability to use different strategies to work out the meanings of unfamiliar words.	Sport. Parts of the body, sports, questions about favourite sports and applying new concepts and structures.
Writing	
Write phrases & some simple sentences from memory & write a short text such as an email with support from a word bank.	Me and my school. Ask and tell the time using the analogue clock. School subjects including their favourite subject and likes and dislikes. Times of school subject.
Use a wide range of adjectives to describe people & things, & use different verbs to describe actions.	What would you like? Asking for drinks and snacks, using euros and dates and names of festivals. Further Christmas vocabulary.
	Sport. Parts of the body, sports, questions about favourite sports and applying new concepts and structures.

Geographical Skills and Fieldwork	Vocabulary
I can understand and use a widening range of geographical terms such as climate zones/ biomes and vegetation belts/ rivers/ mountains/ the water cycle	Climate zones, Biomes, Vegetation belts, rivers, mountains, water cycle.
Locational Knowledge	
I can recognise the different shapes of continents; and countries in the UK	Latitude, longitude, Equator, North & Southern hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones. 8 Compass points, 4 & 6 figure grid references
I can identify the physical characteristics and key topographical features of the countries within N America	
I can show I know about the wider context of places eg county, region, country	
I can describe where a variety of places are in relation to physical and human features	
I can show I know the location of:	
Capital cities, seas and national parks of the British Isles and of the UK	Continent River British Isles National Park Population
European countries with high populations and large areas and their capital cities	
The largest cities in each continent	
Main UK rivers	
Main European rivers	
Main world rivers	
Human and Physical Geography	
I can understand about weather patterns around the world and relate these to climate zones	Physical Features: Climate zones, biomes and vegetation belts, mountains, rivers, volcanoes and earthquakes. Human features: Types of settlement, and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
I can explain about the physical features of rivers	
I can explain how rivers erode, transport and deposit materials and so change the landscape	
I can understand how humans affect the environment	
I can explain about changes to the World environment	
I can understand why people seek to manage and sustain their environment	
Place Knowledge	
I can compare the physical features of a region of the UK and a region in N America, identifying similarities and differences	Counties, cities, geographical regions, characteristics, geographical features, land use & changes over time
Recognise similarities and differences in the cultural characteristics of two localities, UK and Spain	

Spinfield School Knowledge, skills and vocabulary progression map

Subject: History

Year: 5

Target	Vocabulary
Chronological understanding	
I can use dates to order and place events on a timeline and I can explain varied duration and impact (extent of change) of some of this <i>Timeline overviews from Stone Age to present day ...decade, century, millennium, era, period, Stone Age, Iron Age, Roman Britain, Ancient Greece, Vikings, Saxons, Dark Ages BCE and AD(Anno Domini)/ACE...Tudors, Victorians, Ancient Egypt</i>	Chronological order Period B.C.E C.E B.C A.D Timeline Change Ancient Greece specific vocabulary Anglo-Saxons specific vocabulary
Historical enquiry	
I can compare sources of information available for the study of different times in the past (e.g. <i>printing press for Tudors but not for Egyptians. Photographs for Victorians but not before</i> ) ... <i>diagram of what we can use to find answers...from the time...letters, diaries, drawings, newspapers...from now...websites, books, tv, film, video clips, experts, museums, archaeology/archaeologists</i>	Primary source Secondary source Eye witness Historian Archaeologist
Historical interpretations	
I can understand that the type of information available depends on the period of time studied	Reliable Evaluate Significance Effects Suggest
When I give my own view of an event I back it up with evidence...I know that others may come to a different view because they have used different evidence to me or because they have a different viewpoint	
I can evaluate the usefulness of a variety of sources... <i>starting to write...this is useful because it shows/suggests/tells me...however, it does not show...it might not be reliable...</i>	
Organisation and communication	
I can use a range of relevant history vocabulary in my writing	Sources Specific vocabulary Present findings Communicate knowledge Share understanding Balanced argument Reliable Inference
I can provide an account of an historical event based on more than one source... <i>ideally in writing of developed paragraphs citing sources of information e.g. as x says...y tells us that...</i>	
I can present findings and communicate knowledge and understanding in different ways... <i>independent, extended writing...moving from description to explanation...writing balanced arguments, explanation of causes</i>	
Understanding of events, people and changes	
I can give some reasons for some important historical events e.g. <i>the break with Rome...why Victorians used child labour</i>	Suggest Causes Conclusion Ancient Greece specific vocabulary.
I can describe an early civilisation e.g. <i>Ancient Egyptians taking into consideration different experiences and views of it e.g. rich and poor/ men and women...</i>	

Number and Place Value	Vocabulary
I can read, write, order and compare numbers to at least 1,000,000 (one million) and say the value of each digit	Millions, Thousands, Hundreds, Tens, One, Zero. Greater than, less than. Order, round, negative number, partition, digit, interval, sequence.
I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back	
I can use negative numbers in context when looking at temperature or money; counting forwards and backwards through 0	
I can round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000	
I can solve number and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, negative numbers and rounding	
I can read Roman numerals to 1000 and recognise years written in these	
Addition and Subtraction	
I can add and subtract numbers with up to 4 digits using written methods	Add, total, make, plus, some, more, altogether, difference, subtract, less, minus, takeaway. Column addition, column subtraction, estimate, inverse.
I can add and subtract 2 and 3 digit numbers in my head	
I can use rounding to check answers to calculations and determine levels of accuracy	
I can solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable	
Multiplication and Division	
I can find multiples and factors of a number and can identify factors common to 2 different numbers	Multiply, groups of, lots of, times, divide, share, remainder, factor, multiple and product.
I can use vocabulary relating to prime numbers, prime factors and composite numbers	
I can work out if any given number up to 100 is a prime number and can recall prime numbers up to 19	
I can multiply numbers with up to 4 digits by a one or two digit number using formal written methods	
I can mentally multiply and divide numbers using the times tables	
I can divide numbers with up to 4 digits by a one digit number using formal written methods and can explain remainders	
I can multiply and divide whole and decimal numbers by 10, 100 and 1000	
I can identify and use square and cube numbers and their notations	
I can solve problems involving multiplication and division including using factors and multiples, squares and cubes	
I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	

I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	
<b>Fractions</b>	
I can compare and order fractions whose denominators are all multiples of the same number	Proper fractions, improper fractions, mixed numbers, whole. Numerator, denominator, multiple, common numerator, common denominator,
I can find, name and write equivalent fractions of a given fraction including tenths and hundredths	
I can identify mixed numbers and improper fractions and convert from one to another such as $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$	
I can add and subtract fractions whose denominators are all multiples of the same number	
I can multiply fractions by whole numbers using objects and pictures	
I can read and write decimal numbers as fractions such as $0.71 = \frac{71}{100}$	
I can identify and use thousandths and can explain how they relate to tenths and hundredths and their decimal equivalents	
I can round numbers with two decimal places	
I can read, write, order and compare numbers with up to three decimal places	
I can solve problems involving numbers with up to three decimal places	
I can identify the percent symbol % and how it relates to parts per hundred, hundredths and decimals	
I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{2}{5}$ , $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25	
<b>Measurement</b>	
I can convert between different forms of metric measurement e.g. Kilometre and metre; centimetre and metre; centimetre and millimetre, gram and kilogram, Litre and millilitre	Volume Imperial units Metric units Perimeter Area Composite rectilinear
I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints	
I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	
I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm <sup>2</sup> ), square metres (m <sup>2</sup> ) and estimate the area of irregular shapes	
I can estimate volume by using 1cm <sup>3</sup> blocks to build cuboids (including cubes) and capacity by using water	
I can solve problems where I need to convert between units of time	
I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, including scaling	
<b>Properties of Shapes</b>	



I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations	Angle, right angle, acute, obtuse, reflex horizontal, vertical, parallel, perpendicular, polygon, regular, irregular, 2D, 3D, edge, curved edge, vertex, apex.
I can estimate and compare acute, obtuse and reflex angles. I know that angles are measured in degrees	
I can draw given angles and measure them in degrees	
I can identify angles at a point and one whole turn	
I can identify angles at a point on a straight line and $1/2$ a turn (total $180^\circ$ )	
I can identify other multiples of $90^\circ$	
I can use the properties of rectangles to find related facts, missing lengths and missing angles	
I can tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles	
<b>Position and Direction</b>	Co-ordinate, quadrant, X axis, Y axis, reflection, mirror lines, translation, horizontal, vertical. Line graph, maximum value, minimum value, pattern, predict, relationship, represent, solve, survey, tally, timetable.
I can identify, describe and represent the position of a shape following a reflection or translation. I can use mathematical vocabulary to explain this and I know that the shape has not changed	
<b>Statistics</b>	
I can solve comparison, sum and difference problems using information presented in a line graph	

Healthy Bodies	Vocabulary
Explain how my veins and arteries work within my body	Veins Arteries Heartbeat Muscles Organs Red blood cells White blood cells Oxygen Joints Ball and socket Hinge Pivot
Explain why I sweat, why my heartbeat increases or why I breathe quicker after exercise.	
How exercise can help build muscles and how muscles work in pairs to move different body parts.	
Explain what the main organs in my body do to help keep me alive and healthy	
Know that my red blood cells carry oxygen through my body and white blood cells help fight infection.	
Know how my body will change over time and how this has an effect on the things I can do.	
Know that my joints enable me to be flexible and that there are many different types of joints including ball & socket / hinge / pivot / etc.	
Healthy Minds	
Know what can cause people to be upset or worried and I can suggest ways to help	Self belief Confidence Resilience Healthy
Know that sleep helps to keep me healthy and that if I don't get enough sleep that it can affect my health and ability to do some things.	
Tell when someone is not feeling good about something and may need some help.	
Know that as I grow older I will change the amount of exercise and the activities that I do.	
Diet and Hygiene	
Explain how different minerals and vitamins can help my body stay healthy	Minerals Vitamins Fats Saturated fats Heart Nutrients
Know that some fats are good for me and others can be harmful.	
Know that saturated fats can cause heart problems and that I need to have a range of nutrients to help keep me healthy.	
Know that the more I exercise the more calories I can burn off.	
Personal and social	
Know when I have made mistakes and can then use these experiences to change my approach in the future.	Reflection Evaluate Hygiene Confidence
Explain something I am good at.	
Know that if I eat well, exercise and look after my hygiene I will 'feel' good	
Know that if I am confident about doing something I am more likely to do it well and if I am not confident I am less likely to do well.	
Swimming	

Dive below the surface from a float or breaststroke position.	Breaststroke Backstroke Breathe Turning Streamline Surface diving
Swim for a minimum of 10m using a range of strokes effectively.	
Confidently jump into deep water using a range of different shaped jumps.	
Do a forward roll from a float or breaststroke position	
<b>Acquiring and developing skills</b>	
Make a sequence of one footed leaps using my arms to help move me along.	Rhythm Control Steady Skill
Gallop in a steady and rhythmical movement.	
Dribble a ball around a line of cones, keeping the ball close to my feet and using both the inside and outside of both feet to control the ball.	
<b>Applying skills and using tactics</b>	
Take part in organised games and sports using my skills and tactics to help my team.	Skills Tactics Predict Team play Marking Covering
Predict what an opponent might do during a game or activity and alter my performance accordingly.	
Enjoy sports and activities as part of my interests and hobbies.	
<b>Evaluating and improving performance</b>	
Work out how well I have performed and describe this using appropriate terms for the activity.	Reflect, evaluate and improve.

Dance	Vocabulary
I can dance in different styles.	Dance style, technique, formation, pattern, rhythm, variation, improvisation, unison, canon, action, reaction, phrases, interpret, exploration, action, space, dynamics and relationships.
I can put different dance skills together when I make up a sequence.	
I can work with others to combine sequences to make a routine.	
I can make a group dance better by making suggestions.	
Games	
I can control equipment in a game against other people or a team when I am moving.	Possession, passing, dribbling, shooting, shield ball, width, depth, support, marking, covering, repossession, attackers, defenders, marking, team play, boundary, defending, forehand, backhand.
I can use a wide range of skills during a game against other people or other teams.	
I can affect a game by using attack and defence skills.	
I can work as part of a team to work towards a collaborative goal.	
Gymnastics	
I can work on different apparatus and spaces using a variety of accurate balances, jumps, movements and turns.	Dynamics, combination, contrasting, control, mirroring, matching, accurately, refine, evaluate, display, asymmetry, performance, create, symmetry, refinements, assessment, suppleness, strength, warm up, cool down, muscles, joints, explore, rotation, spin, turn, shape, landing, take off and flight.
I can move with control over a variety of different spaces and apparatus.	
I can use balance and flexibility for longer in sequences.	
I can work with a group, making suggestions to make a sequence better.	
Athletics	
I can use my strength, control and technique when I run, sprint, throw and jump.	Sprint, team, distance, measure, height, target, pacing, rhythm, obstacles, leading leg, hurdles, throwing, speed, accuracy, take off, stamina, time, release, performance, height, control, measure, time and position.
I can choose the best ways to use strength and agility when running, sprinting, jumping and throwing.	
I can combine different skills to complete a task.	
Evaluating performance	
I can analyse and improve my own performance in a range of activities and sports to hit a target.	Analyse, improve and evaluate.
I can explain what I have done in an activity that has led to success.	

<b>Word Reading</b>	<b>Vocabulary</b>
I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list	Definition Fluency Accuracy
<b>Comprehension</b>	
I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Retrieval Prediction Comprehension Inference Deduction Summarise
I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions	
I can write or give a detailed book review including reasons why I would recommend the book	
I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts	
I can discuss and compare events, issues and characters within a book	
I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear.	
I can understand what I am reading by checking the book makes sense and finding the meaning of new words	
I can ask sensible and interesting questions about the texts to help me understand them more	
I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text	
I can predict what might happen in increasingly complex texts by using evidence from the text	
I can talk about why authors use language, including figurative language, and the impact it has on the reader	
I can tell the difference between statements of fact and opinion	
I can find and write down facts and information from non-fiction texts	

Earth and Space	Vocabulary
I can describe the movement of the Earth and other planets relative to the Sun in the Solar System	Earth, sea, sun, moon, axis, planets, solar system, star, constellation, phases of the moon, waxing, waning, gibbous moon, full moon and orbit.
I can describe the movement of the Moon relative to Earth.	
I can describe the Sun, Earth and Moon as approximately spherical bodies	
I can explain day and night and the apparent movement of the sun across the sky using the idea of the Earth's rotation.	
Forces and magnets	
I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	Push, pull, balanced, unbalanced, Newton, force meter, Newton meter, air resistance, water resistance, friction, upthrust.
I can demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces	
I can show that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.	
Living things and their habitats	
I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	Reproduction of mammal, bird, insect and amphibian, offspring, complete, incomplete, metamorphosis and hatch.
I can describe how some animals and plants reproduce	
Animals, including humans	
I can describe the changes as humans develop to old age.	Foetus, embryo, womb, gestation, baby, toddler, teenager, puberty, adolescent, adult, elderly, development and growth.
Materials	
I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical / thermal) and response to magnets	Variables, hardness, solubility, mixing, dissolving, melting, solution, solute, transparency, conductivity, magnetic, filter, filtration, evaporation, condensation, reacting, reversible, irreversible and oxidation.
I can explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from solution.	
I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	
I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	
I can demonstrate that dissolving, mixing and changes of state are reversible changes.	
I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
Working Scientifically	
I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Enquiry, controlled variable, accurate, precision, fair test, comparative and evidence.

I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs.	
I can use test results to make predictions to set up further comparative and fair tests.	
I can talk about and present findings from enquiries, including conclusions, casual relationships and explanations of how reliable the information is.	
I can identify scientific evidence that has been used to support or refute ideas or arguments.	

Spelling	Vocabulary
I can spell word endings which sound like "shus" spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious	Prefix Suffix Silent letter Dictionary Thesaurus Homophones
I can spell word endings which sound like "shil" spelt -cial or -tial e.g. official, partial	
I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance	
I can spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly	
I can spell words containing the letter-string "ough" e.g. bought, rough, through, bough	
I can spell some words with "silent" letters e.g. knight, psalm, solemn	
I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically	
I can use the first three or four letters of a word to check spelling, meaning or both in a dictionary	
I can use a thesaurus	
Handwriting	
I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters	Legible, fluently, speed, joins writing improvement.
I can write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task	
Composition	
I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work	Audience Purpose Plan Draft Evaluate Edit Atmosphere Dialogue Cohesion Composition Proof-read Paragraphs Tense subject and verb agreement
I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary	
I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films	
I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) -	
I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood	
I can draft and write by summarising longer passages	
I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph	
I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place, e.g. nearby and number, e.g. secondly or tense choices e.g. he had seen her before	
I can set out my work correctly and use headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions	
I can give feedback on and improve my own writing and my classmates	
I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer	
I can mark and edit work to have the correct tense throughout	



I can mark and edit work to have the correct subject and verb agreement	
I can read work looking for spelling errors and correct them using a dictionary	
I can proofread for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose	
I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear	
<b>Vocabulary, Grammar and Punctuation</b>	
I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify	Prefix Suffix Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Synonym Antonym
I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-	
I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun	
I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must	
I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly	
I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before	
I can use brackets and can also use dashes or commas for the same purpose	
I can use commas to make my writing clear to the reader	
I can understand the following terms: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity	