

**SRPA Year 5 Writer**



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| **GRAMMAR & PUNCTUATION** |
|  | I can use relative clauses with relative pronouns who, which, where, whose, that, when |
|  | I can indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, might, must, could etc) |
|  | I can build cohesions within a paragraph  |
|  | I can link ideas across paragraphs using adverbials of time, place and number or by varying tense |
|  | I can indicate parenthesis using brackets, dashes and commas |
|  | I can use commas to clarify meaning and avoid ambiguity |
|  | I can use expanded noun phrases for accuracy  |
|  | I can use the active/passive voice for effect |
|  | I can use the perfect form to indicate time/cause |
|  | I can use hyphens to avoid ambiguity |
|  | I can use colons to introduce a list and mark boundaries between clauses |
|  | I can use semi-colons in a longer list and to mark boundaries between clauses |
|  | I can punctate bullet points correctly |
|  | I can use a wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis) |
|  | I can identify formal/informal structures eg question tags, subjunctive form |



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| **LANGUAGE & VOCABULARY** |
|  | I can use my knowledge of language from stories, plays and poetry to enhance the effectiveness of my writing |
|  | I can select appropriate language and vocabulary to reflect my understanding of audience and purpose |
|  | I am familiar with the language of writing eg figurative language, imagery, style and effect |
|  | I can develop characters, settings and atmosphere using language and vocabulary from reading/books |
|  | I can integrate dialogue to advance action and convey character |
|  | I can evaluate how authors use language and consider effect on the reader |
|  | I can use dictionaries (and thesauruses) to check meaning of new words/language |

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| **TEXT STRUCTURE & FEATURES** |
|  | I can summarise and present familiar stories in my own words |
|  | I can summarise main ideas from more than one paragraph using evidence |
|  | I can use my knowledge of language and structure gained from stories, plays, poetry and non-fiction in my writing |
|  | I can reflect an understanding of audience and purpose though my choice of grammar, vocabulary and structure |
|  | In fiction, I can consider how authors develop character and setting |
|  | I am familiar with a wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures |
|  | I can evaluate how authors use language and consider effect on the reader |
|  | I can use a wide range of devices to build cohesion within and across paragraphs |
|  | I can use further organisational and presentational devices to structure text |



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| **PLAN, DRAFT, EDIT & EVALUATE** |
|  | I can use dictionaries to check the spelling and meaning of words |
|  | I can identify different audiences and purposes of writing |
|  | I can note and develop my initial ideas drawing on my reading |
|  | I can select appropriate grammar and punctuation and understand how these can change and enhance meaning |
|  | I can use a wide range of cohesive devices within sentences & between ideas/paragraphs |
|  | I can use a wider range of organisational devices |
|  | I can assess the effectiveness of my own and others’ writing |
|  | I can propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness |
|  | I can choose the appropriate register (formal/informal) |

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| **TRANSCRIPTION** |
|  | I use a further range of prefixes & suffixes |
|  | I can spell some words with silent letters |
|  | I can continue to distinguish between homophones and other words that are often confused |
|  | I can use my knowledge of morphology and etymology as a strategy for spelling |
|  | I can use dictionaries to check spelling and meaning od new words (using first 3 letters) |
|  | I can use a thesaurus |
|  | I can write legibly, fluently and with increasing speed |
|  | I can choose the writing implementation best suited to the task |