

**Year 5**

**Autumn Term Overview**

<p><b>Autumn 1 Fiction: Character descriptions</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Children  <b>Form:</b> Narrative</p>	<p><b>Autumn 1 Non-Fiction: Non-Chronological Report (Web page)</b>  <b>Purpose:</b> To inform  <b>Audience:</b> People wanting to learn about the jobs of animals during WW1  <b>Form:</b> Web page</p>	<p><b>Autumn 2 Fiction: Fantasy stories</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Children  <b>Form:</b> Narrative</p>	<p><b>Autumn 2 Non-Fiction: Formal, persuasive letter</b>  <b>Purpose:</b> To persuade  <b>Audience:</b> The train conductor's manager  <b>Form:</b> Formal, persuasive letter</p>
<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</li> <li>• 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.</li> <li>• I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) –</li> <li>• I can write pieces describing settings, characters and atmosphere and include speech</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</li> <li>• I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) –</li> <li>• I can draft and write by summarising longer passages</li> <li>• 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.</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) –</li> <li>• I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood.</li> <li>• I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later,</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</li> <li>• I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) –</li> <li>• 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.</li> <li>• I can use different verb forms with consideration for the audience and purpose.</li> </ul>

<p>that helps picture the character and their personality or mood.</p> <ul style="list-style-type: none"> <li>• I can use different verb forms with consideration for the audience and purpose.</li> <li>• I can give feedback on and improve my own writing and my classmates' writing.</li> <li>• I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</li> <li>• I can mark and edit work to have the correct tense throughout.</li> <li>• I can mark and edit work to have the correct subject and verb agreement.</li> <li>• I can read work looking for spelling errors and correct them using a dictionary.</li> <li>• I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose.</li> <li>• I can begin to select the appropriate form and draw on what I have read as a model for my own writing</li> <li>• I have used rhetorical questions, character interactions and a range of sentence constructions</li> <li>• I can sustain and develop ideas within paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• I can use different verb forms with consideration for the audience and purpose.</li> <li>• I can give feedback on and improve my own writing and my classmates' writing.</li> <li>• I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</li> <li>• I can mark and edit work to have the correct tense throughout.</li> <li>• I can mark and edit work to have the correct subject and verb agreement.</li> <li>• I can read work looking for spelling errors and correct them using a dictionary.</li> <li>• I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose.</li> <li>• I can begin to select the appropriate form and draw on what I have read as a model for my own writing</li> <li>• I have used rhetorical questions, character interactions and a range of sentence constructions</li> <li>• I can sustain and develop ideas within paragraphs</li> <li>• I can begin to independently use punctuation and sentence</li> </ul>	<p>place,e.g. nearby and number,e.g. secondly or tense choices e.g. he had seen her before.</p> <ul style="list-style-type: none"> <li>• I can use different verb forms with consideration for the audience and purpose.</li> <li>• I can give feedback on and improve my own writing and my classmates' writing.</li> <li>• I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</li> <li>• I can mark and edit work to have the correct tense throughout.</li> <li>• I can mark and edit work to have the correct subject and verb agreement.</li> <li>• I can read work looking for spelling errors and correct them using a dictionary.</li> <li>• I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose.</li> <li>• 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.</li> <li>• I can begin to select the appropriate form and draw on</li> </ul>	<ul style="list-style-type: none"> <li>• I can give feedback on and improve my own writing and my classmates' writing.</li> <li>• I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</li> <li>• I can mark and edit work to have the correct tense throughout.</li> <li>• I can mark and edit work to have the correct subject and verb agreement.</li> <li>• I can read work looking for spelling errors and correct them using a dictionary.</li> <li>• I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose.</li> <li>• I can begin to select the appropriate form and draw on what I have read as a model for my own writing</li> <li>• I have used rhetorical questions, character interactions and a range of sentence constructions</li> <li>• I can sustain and develop ideas within paragraphs</li> <li>• I can begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing</li> </ul>
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<ul style="list-style-type: none"> <li>I can begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing</li> </ul>	<p>constructions to show the difference between formal and informal writing</p>	<p>what I have read as a model for my own writing</p> <ul style="list-style-type: none"> <li>I have used rhetorical questions, character interactions and a range of sentence constructions</li> <li>I can sustain and develop ideas within paragraphs</li> <li>I can begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing</li> </ul>	
<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun.</li> <li>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.</li> <li>I can use commas to make my writing clear to the reader.</li> <li>I can choose precise and effective vocabulary, according to the purpose and audience</li> <li>I can adapt vocabulary when editing to improve effect</li> </ul>	<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.</li> <li>I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-</li> <li>I can use brackets and can also use dashes or commas for the same purpose.</li> <li>I can use commas to make my writing clear to the reader.</li> <li>I can choose precise and effective vocabulary, according to the purpose and audience</li> <li>I can adapt vocabulary when editing to improve effect</li> </ul>	<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun.</li> <li>I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>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.</li> <li>I can use commas to make my writing clear to the reader.</li> <li>I can choose precise and effective vocabulary, according to the purpose and audience</li> <li>I can adapt vocabulary when editing to improve effect</li> </ul>	<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.</li> <li>I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-</li> <li>I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.</li> <li>I can use commas to make my writing clear to the reader.</li> <li>I can choose precise and effective vocabulary, according to the purpose and audience</li> <li>I can adapt vocabulary when editing to improve effect</li> </ul>
<p><b>Spring Term Overview</b></p>			

<p><b>Spring 1 Fiction: Adventure stories</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Children  <b>Form:</b> Narrative</p>	<p><b>Spring 1 Non-Fiction: Instructional writing</b>  <b>Purpose:</b> To inform  <b>Audience:</b> People wanting to learn about how to train a dragon  <b>Form:</b> Instructions</p>	<p><b>Spring 2 Fiction: Viking sagas</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Children  <b>Form:</b> Narrative</p>	<p><b>Spring 2 Non-Fiction: Autobiographies</b>  <b>Purpose:</b> To inform  <b>Audience:</b> People wanting to read about the experience and life of a Viking  <b>Form:</b> Autobiographies</p>
<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</li> <li>• 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.</li> <li>• I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) –</li> <li>• I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood.</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</li> <li>• I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) –</li> <li>• I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph.</li> <li>• 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.</li> <li>• I can set out my work correctly and use headings, bullet points,</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</li> <li>• 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.</li> <li>• I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) –</li> <li>• I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood.</li> </ul>	<p><b>Objectives to teach:</b>  <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) –</li> <li>• I can draft and write by summarising longer passages</li> <li>• I can use different verb forms with consideration for the audience and purpose.</li> <li>• I can give feedback on and improve my own writing and my classmates' writing.</li> <li>• I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</li> <li>• I can mark and edit work to have the correct tense throughout.</li> </ul>

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**Summer Term Overview**

**Summer 1 Fiction: Survival Stories**  
**Purpose:** To entertain

**Summer 1 Non-Fiction: Recount**  
**(news blog)**

**Summer 2 Fiction: Journey stories**  
**Purpose:** To entertain

**Summer 2 Fiction: Balanced argument**

<p><b>Audience:</b> Older children <b>Form:</b> Narrative</p>	<p><b>Purpose:</b> To inform <b>Audience:</b> People interested in reading a news recount about a survival news story <b>Form:</b> News blog (online)</p>	<p><b>Audience:</b> Children <b>Form:</b> Narrative</p>	<p><b>Purpose:</b> To discuss <b>Audience:</b> KS2 children <b>Form:</b> Balanced argument</p>
<p><b>Objectives to teach:</b> <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</li> <li>• 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.</li> <li>• I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) –</li> <li>• I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood.</li> <li>• I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later,</li> </ul>	<p><b>Objectives to teach:</b> <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</li> <li>• I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) –</li> <li>• I can draft and write by summarising longer passages</li> <li>• 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.</li> <li>• I can use different verb forms with consideration for the audience and purpose.</li> <li>• I can give feedback on and improve my own writing and my classmates' writing.</li> </ul>	<p><b>Objectives to teach:</b> <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</li> <li>• 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.</li> <li>• I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) –</li> <li>• I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood.</li> <li>• I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later,</li> </ul>	<p><b>Objectives to teach:</b> <b>Composition:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary.</li> <li>• I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' ( ) –</li> <li>• I can use different verb forms with consideration for the audience and purpose.</li> <li>• I can give feedback on and improve my own writing and my classmates' writing.</li> <li>• I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</li> <li>• I can mark and edit work to have the correct tense throughout.</li> </ul>

<p>place,e.g. nearby and number,e.g. secondly or tense choices e.g. he had seen her before.</p> <ul style="list-style-type: none"> <li>• I can use different verb forms with consideration for the audience and purpose.</li> <li>• I can give feedback on and improve my own writing and my classmates' writing.</li> <li>• I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</li> <li>• I can mark and edit work to have the correct tense throughout.</li> <li>• I can mark and edit work to have the correct subject and verb agreement.</li> <li>• I can read work looking for spelling errors and correct them using a dictionary.</li> <li>• I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose.</li> <li>• 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.</li> <li>• I can begin to select the appropriate form and draw on</li> </ul>	<ul style="list-style-type: none"> <li>• I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</li> <li>• I can mark and edit work to have the correct tense throughout.</li> <li>• I can mark and edit work to have the correct subject and verb agreement.</li> <li>• I can read work looking for spelling errors and correct them using a dictionary. <ul style="list-style-type: none"> <li>• I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose.</li> <li>• I can begin to select the appropriate form and draw on what I have read as a model for my own writing</li> <li>• I have used rhetorical questions, character interactions and a range of sentence constructions</li> <li>• I can sustain and develop ideas within paragraphs</li> <li>• I can begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing</li> </ul> </li> </ul>	<p>place,e.g. nearby and number,e.g. secondly or tense choices e.g. he had seen her before.</p> <ul style="list-style-type: none"> <li>• I can use different verb forms with consideration for the audience and purpose.</li> <li>• I can give feedback on and improve my own writing and my classmates' writing.</li> <li>• I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer.</li> <li>• I can mark and edit work to have the correct tense throughout.</li> <li>• I can mark and edit work to have the correct subject and verb agreement.</li> <li>• I can read work looking for spelling errors and correct them using a dictionary. <ul style="list-style-type: none"> <li>• I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose.</li> <li>• I can begin to select the appropriate form and draw on what I have read as a model for my own writing</li> <li>• I have used rhetorical questions, character</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can mark and edit work to have the correct subject and verb agreement.</li> <li>• I can read work looking for spelling errors and correct them using a dictionary.</li> <li>• I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose.</li> <li>• I can begin to select the appropriate form and draw on what I have read as a model for my own writing</li> <li>• I have used rhetorical questions, character interactions and a range of sentence constructions</li> <li>• I can sustain and develop ideas within paragraphs</li> <li>• I can begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing</li> </ul>
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<p>what I have read as a model for my own writing</p> <ul style="list-style-type: none"> <li>• I have used rhetorical questions, character interactions and a range of sentence constructions</li> <li>• I can sustain and develop ideas within paragraphs</li> <li>• I can begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing</li> </ul>		<p>interactions and a range of sentence constructions</p> <ul style="list-style-type: none"> <li>• I can sustain and develop ideas within paragraphs</li> <li>• I can begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing</li> </ul>	
<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>• 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.</li> <li>• I can use commas to make my writing clear to the reader. <ul style="list-style-type: none"> <li>• I can choose precise and effective vocabulary, according to the purpose and audience</li> <li>• I can adapt vocabulary when editing to improve effect</li> </ul> </li> </ul>	<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.</li> <li>• I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-</li> <li>• I can use brackets and can also use dashes or commas for the same purpose.</li> <li>• I can use commas to make my writing clear to the reader. <ul style="list-style-type: none"> <li>• I can choose precise and effective vocabulary, according to the purpose and audience</li> <li>• I can adapt vocabulary when editing to improve effect</li> </ul> </li> </ul>	<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun.</li> <li>• I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>• 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</li> <li>• I can use commas to make my writing clear to the reader. <ul style="list-style-type: none"> <li>• I can choose precise and effective vocabulary, according to the purpose and audience</li> <li>• I can adapt vocabulary when editing to improve effect</li> </ul> </li> </ul>	<p><b>Vocabulary, Punctuation &amp; Grammar:</b></p> <ul style="list-style-type: none"> <li>• I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.</li> <li>• I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-</li> <li>• I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun.</li> <li>• I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.</li> <li>• I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>• I can use commas to make my writing clear to the reader. <ul style="list-style-type: none"> <li>• I can choose precise and effective vocabulary, according to the purpose and audience</li> </ul> </li> </ul>

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|  |  |  | <ul style="list-style-type: none"><li>• I can adapt vocabulary when editing to improve effect</li></ul> |
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**Throughout the whole year:**

**Handwriting:**

- I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
- I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.

**Grammar:**

- I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity.

**Objectives highlighted in blue are those of Greater Depth Standard.**

**Spelling:**

- I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.
- I can understand and add the suffixes -ation, -ous.
- I can add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.
- I can spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.
- I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.
- I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.
- I can spell words with the 's' sounds spelt 'sc' e.g. science, scene.
- I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
- I can use the first three or four letters of a word to check its spelling in a dictionary.
- I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far.