

## Year 5 Lea Writing Ladders

### Vocab and Grammar

1. I can use **expanded noun phrases** to convey complicated information concisely
2. I can use **multi-clause** sentences
3. I can vary the position of clauses
4. I can use the **perfect form** of verbs to mark relationships of time and cause eg: she **has/had been** to the shops.
5. I can use **relative clauses** that begin with who, which, where, when, whose that or with an omitted pronoun
6. I can use **modal verbs** or adverbs to indicate degrees of possibility eg: might, could, should

### Punctuation

I can use:

7. Capital letters\*
8. Full stops\*
9. Question marks\*
10. Commas for lists\*
11. Apostrophes for contraction\*

Mostly correctly

12. I can use **commas** to clarify meaning or avoid ambiguity

I can use and understand the following terms:

13. **cohesion**
14. **adverbials**
15. **relative pronoun**
16. **ambiguity**
17. **parenthesis**

### Spellings

18. I can spell **some** of the year 3/4 CE words
19. I can spell **most** of the year 3/4 CE words
20. I can spell **some** of the year 5/6 CE words
21. I can spell **most** of the year 5/6 CE words
22. I can use further **prefixes and suffixes** and understand the guidance for adding them eg: dis-,de-,mis-, over-, re- and -ate, -ise, -ify
23. I can distinguish between **homophones** and other words that are often confused
24. I can spell some words with **silent letters**
25. I can use a **dictionary for meanings**
26. I can use a **thesaurus**

Denotes the seven **working towards expected** year 6 curriculum criteria

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### Composition planning

27. I can note and develop initial ideas using my reading and research where necessary
28. I can consider how authors have developed characters and settings (read, listened or seen)
29. I can select appropriate grammar and vocab and understand how this can enhance /change meaning

### Composition writing

30. I am building a **rich and varied vocabulary**
  31. I can write for a range of purposes
- I can describe:
32. **settings**
  33. **characters**
  34. **atmosphere**
  35. I can **integrate dialogue** to advance the action in fiction
  36. I can **precis** longer passages

I can use a wide range of devices to build **cohesion** within and across paragraphs using:

37. **Pronouns**
38. **adverbials**

### Text Structure and Organisation

39. I can use paragraphs to organise my work
40. I can use **headings, bullet points and underlining** to guide the reader
41. I can **assess** the effectiveness of my (and others) writing
42. I can **enhance effects** and **clarify meaning** through vocab, grammar and punctuation
43. I can ensure the consistent use of **tense** throughout a piece of writing
44. I can ensure correct **subject verb** agreement when using singular or plural
45. I can distinguish between the language of speech and writing and choose the **appropriate register**
46. I can **proof read** for errors
47. I can perform my own compositions using appropriate intonation so that the meaning is clear

### Handwriting

48. I can write **legibly and fluently** with increasing speed

\*Lower Key stage 2 requirements

Criteria with less weighing

Move onto the year 6 ladder for children who are exceeding the **working toward expected** criteria above

Autumn = pink, Spring = yellow, Summer = green