

# Endpoints for English

## Year 5 Writing



What I know and can explain
Writing composition
I can identify the audience and purpose and begin to draw on similar models for my own writing.
I can select language that shows a good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
I can begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.
I can précis' longer passages.
I can use a range of devices to build cohesion within and across paragraphs.
I can explore persuasion and its use of emotive language in depth, comparing it with the more balanced, rational style of argument, with its presentation of differing viewpoints.
I can discuss structure and internal organisation of different non-fiction text-types including explanatory texts, further developing paragraphing, sentence construction and conjunctions to provide coherence and cohesion.
I can assess the effectiveness of my own and others' writing.
I can ensure correct subject and verb agreement when using singular and plural.
I can ensure the consistent and correct use of tense throughout a piece of writing.
I can proof-read for spelling and punctuation errors.
Punctuation
I can recall previously taught punctuation skills.
I can use brackets, dashes or commas to indicate parenthesis.
I can use commas to clarify meaning or avoid ambiguity.
Grammar
I can use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
I can use the perfect form of verbs to mark relationships of time and cause.
I can indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].

What I know and can explain
Grammar
I can use devices to build cohesion within a paragraph [for example: then, after that, this, firstly].
I can link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
I can use expanded noun phrases to convey complicated information concisely.
Transcription
I can use further prefixes and suffixes and understand the guidance for adding them.
I can spell some words with 'silent' letters [for example, knight, psalm, solemn].
I can continue to distinguish between homophones and other words which are often confused.
I can use dictionaries to check the spelling and meaning of words.
I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
I can use a thesaurus.
Handwriting
I can write legibly, fluently and with increasing speed.
I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.

## Terminology

**modal verb**

**relative pronoun**

**relative clause**

**parenthesis**

**bracket**

**dash**

**cohesion**

**ambiguity**