

## My Learning Journey for Writing

Year 5 Name:

handwriting and spelling		composition	
I spell about a third of the words in the Y5-6 word list correctly.		I plan, redraft and develop my ideas before and during writing.	
I use my knowledge of suffixes to change words like <b>innocent/innocence, observant/observation and assistant/assistance.</b>		I proofread and discuss my own and others' work, making changes to improve the effect.	
I spell some homophones from the Y5-6 set like <b>guest/guessed, past/passed and cereal/serial.</b>		I am beginning to understand and recognise the active and passive voice.	
I spell some words with the suffixes <b>sion, cian and ly.</b>		I organise my information in logical sections, using features such as title, sub-headings and bullet points.	
I spell some words with prefixes like <b>in, il, im, re, sub, inter and auto.</b>		I describe characters, setting and plot with some interesting details.	
I spell words with <b>ough</b> which make different phonemes, like <b>cough, bough, bought and rough.</b>		I organise my writing into logical sections or paragraphs, including detail in some parts.	
I spell words with the suffix <b>ous</b> which I have to think carefully about, like <b>serious, delicious, cautious and courageous.</b>		I identify and choose suitable determiners such as <b>some, these, the, an, a, several.</b>	
I spell words with the long <b>ee</b> phoneme like <b>receive, deceit, protein and seize.</b>		I find key themes or facts to write a summary.	
I spell words with *silent letters like <b>knight, island and lamb.</b>		I confidently use a dictionary and thesaurus to add to my vocabulary.	
I use apostrophes accurately most of the time.		I use precise vocabulary to communicate clearly to the reader.	
I use a hyphen to join a prefix to a root word like <b>re-enter and co-ordinate.</b>		I match the verb to the subject when I speak and write - <b>I did, they were, we were.</b>	
I spell the majority of words on the Y3-4 word list and some on the Y5-6 list like <b>forty and suggest.</b>		I use modal verbs like <b>might, should or must,</b> to show degrees of possibility.	
I use my knowledge of root words, prefixes and suffixes to help me spell a large number of words.		I maintain the same tense throughout my piece of writing.	
I spell about half the words on the Y3-4 word list.		I reliably use inverted commas. I include dialogue to show events and characters.	
I use my knowledge of phonemes to help me segment words to spell them.		I vary my connectives, including fronted adverbials, to introduce new ideas and paragraphs, to make my writing flow.	
I use the space on the page well, beginning each new paragraph in the right place.		I use a wide range of conjunctions to join ideas within sentences.	
I write even-sized letters in a fluent writing style, which can be read easily.		Sometimes I include a relative clause which begins with words like <b>who, which or when.</b>	
I join my lower case letters consistently, but can also print letters to label a diagram.		I am beginning to punctuate a parenthesis/ embedded clause using a pair of commas, dashes or brackets.	
		I use a comma between the main clause and the sub-clause, to make the meaning clear.	
		I write sentences which are grammatically accurate and punctuated correctly, using CL, FS, ?, ! and commas in a list.	