

**Steps 28 to 30 Spelling, Punctuation & Grammar: Planning and Assessment from National Curriculum Upper Key Stage 2 Total Stars (41)\* 4 KPIs**

Step 27 must have been attained	Step	22, Entering Y5		23, Developing Y5		24, Secure Y5	
	Typical attainment time	Autumn Y5		Spring Y5		Summer Y5	
	Stars routinely required	3 Spelling	8 VGP	6 Spelling	16 VGP	8 Spelling	24 VGP, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding and development of skills, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable. \* Total stars includes only half of the Transcription – Spelling stars to take into account that this section continues into Year 6.

Year 5 pupils would not typically be secure in the statements below in their Y5 year. Statements are taken from upper key stage 2 and would be typically embedded by the end of Year 6.

Transcription - Spelling	★	★	★	Vocabulary, Grammar and Punctuation	★	★	★	
	B	P	E		B	P	E	
<ul style="list-style-type: none"> <li>❖ Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>❖ Spell some words with 'silent' letters [for example, knight, psalm, solemn].</li> <li>❖ Continue to distinguish between homophones and other words which are often confused.</li> <li>❖ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).</li> <li>❖ Use dictionaries to check the spelling and meaning of words.</li> <li>❖ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>❖ Use a thesaurus.</li> </ul>				<p><i>Develop their understanding of the concepts set out in English Appendix 2 (Year 5) by:</i></p> <p><b>Word</b></p> <ul style="list-style-type: none"> <li>❖ <u>Converting nouns or adjectives into verbs using suffixes (eg, -ate; -ise; -ify).</u></li> <li>❖ Verb prefixes (eg, dis-, de-, mis-, over- and re-).</li> </ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>❖ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>❖ <u>Indicating degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must).</u></li> <li>❖ using expanded noun phrases to convey complicated information concisely.</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>❖ <u>Devices to build cohesion within a paragraph (eg, then, after that, this, firstly)</u></li> <li>❖ Linking ideas across paragraphs using adverbials of time (eg, later), place (eg, nearby) and number (eg, secondly).</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>❖ Brackets, dashes or commas to indicate parenthesis.</li> <li>❖ <u>Use of commas to clarify meaning or avoid ambiguity.</u></li> </ul> <p><b>Terminology for pupils</b></p> <ul style="list-style-type: none"> <li>❖ Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity).</li> </ul>				

★:B Beginning to      ★ P Progressing      ★ E Embedded      VGP Vocabulary, Grammar & Punctuation