

Year 5 Writing Expectations

Write for Different Purposes and Audiences

Writing to entertain/inform/instruct/persuade the reader, using organisational features
e.g. *set of instructions using bullet points or numbered lists, sub-headings, diagrams*

Describe Settings and Characters

Describing settings, characters and atmosphere to constantly engage the reader
e.g. *conscious choices of vocabulary, conveying character through speech*

Use of Dialogue

Used to convey character and advance the action in narratives
e.g. *short conversations between characters which reveal crucial information about the plot*

Use of Appropriate Organisational Features

Using presentational devices that are relevant to the text type
e.g. *underlined sub-headings in a non-chronological text*

Begin to Proofread in Order to Precise

Proofread longer passages and remove unnecessary information
e.g. *improving writing by recognising repetition, allowing writing to flow better*

Create Linked Paragraphs

Paragraphs within the text are usually suitably linked; some evidence of cohesion
e.g. *suitable linking word/phrase opens the second paragraph where ideas are linked*

Proofread and Assess Work

Proofread own/others' work, spotting mistakes, making necessary corrections
e.g. *recognizing and correcting grammar, spelling, punctuation*

Use Commas Accurately

Clarify meaning, avoid ambiguity, in lists
e.g. *The monkey, Bernard, appeared intelligent with many human characteristics.*

Use the Full Range of Punctuation

From current, and previous year groups
*See below

Use a Wider Range of Linking Words (Conjunctions)

Uses a wider range of linking words and phrases between sentences and paragraphs
e.g. *adverbials of time and place, subordinating and coordinating conjunctions*

Use Relative Clauses

Use of relative pronouns to implement a relative clause, giving more detail to the subject
e.g. *Professor Scribble, who was a famous investor, had made a new discovery.*

Use Parenthesis

Begin to use brackets, dashes and commas to indicate parenthesis
e.g. *My teacher (Mr Griffith) is excellent at teaching English.*

Use Adverbials and Modal Verbs

Use of adverbial phrases and words, and modal verbs to indicate degrees of possibility
e.g. *It might rain today. Perhaps you should take an umbrella.*

Convert Nouns and Adjectives Into Verbs

Using suffixes, convert nouns and adjectives into verbs
e.g. *Jade watched the water solidify into ice.*

Spell Many Verb Prefixes and Homophones Correctly

Words that sound the same but have different spellings and meanings; adding prefix to verb
e.g. *Dr Habib practises medicine at the local doctor's practice. Overturn, reopen*

Spell Many of the Y5 and Y6 Words Correctly

This includes independent activities, extended pieces of writing and spelling tests
*See statutory spelling list for Y5 and Y6

Write Legibly and Fluently

Correct letter sizing and spacing, joining where appropriate