



Year Five Writing

Year 5 Writing: Working at Expected Standard

The Pupil can:

- Write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.
- Describe settings, characters and atmosphere to consciously engage the reader.
- Use dialogue to convey a character and advance the action with increasing confidence.
- Select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
- Begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.
- Create paragraphs that are usually suitably linked.
- Proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
- Use the full range of punctuation from previous year groups.
- Use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
- Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
- Use brackets, dashes or commas to begin to indicate parenthesis.
- Use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- Spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
- Convert nouns or adjectives into verbs using suffixes, e.g. designAte, classify, criticise, etc.
- Spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- Spell many words correctly from the Y5/6 statutory spelling list.
- Write legibly, fluently and with increasing speed.

Year 5 Writing: Working at Greater Depth

The Pupil can:

- Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
- Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
- Regularly use dialogue to convey a character and advance the action.
- Proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.
- Consistently link ideas across paragraphs.
- Proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
- Begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- Use commas consistently to clarify meaning or to avoid ambiguity.
- Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
- Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
- Use brackets, dashes or commas to indicate parenthesis.
- Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- Spell most verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
- Regularly convert nouns or adjectives into verbs using suffixes, e.g. design ate, classify, criticise, etc.
- Spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- Spell most words correctly from the Y5/6 statutory spelling list.
- Write legibly, fluently and with increasing speed.