



Year 5 Writing Expectations		Pupils:	
Highlight secure statements only Autumn Term = Orange Spring Term = Green Summer Term= Yellow			
1. Vocabulary, Grammar and Punctuation	2. Compostion - Effectiveness for purpose	3. Composition - Structure and organisation	4. Spelling and Handwriting
Indicate degrees of possibility using <b>adverbs</b> (e.g. <i>perhaps, surely</i> ) or <b>modal verbs</b> (eg. <i>might, should, will, must</i> )	Create imaginative characters and settings drawing the work of other authors as models	Use <b>relative</b> clauses beginning with <b>who, which, where, when, whose, or that</b>	Continue to distinguish between homophones and other words which are often confused ( <i>guest/guessed, serial/cereal, desert/dessert</i> etc.)
Use tense choices effectively to join ideas in a paragraph such as the past perfect e.g. <b>He had seen her before.</b>	<b>WT:</b> Write for a range of purposes	Build relative clauses where the relative pronoun is omitted (eg. <b>The prize I won was a book.</b> )	<b>WT:</b> Spell correctly <b>most</b> words from the Year 3/4 spelling list and <b>some</b> words from thre 5/6 spelling list
Use the perfect form of verbs to mark relationships of time and cause (eg. She has gone on holiday, and is not back yet.)	Use a range of stylistic devices appropriately (eg. <b>similies, metaphors, personification</b> )	<b>WT:</b> In non-narrative writing, use simple devices to structure writing and support the reader (eg. <b>headings, subheadings, bullet points</b> )	Change <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> eg. – <b>ate, -ise, -ify (accommodation/accommodate)</b>
Use <b>colons</b> to introduce a list	Use expanded noun phrases to convey complicated information concisely (eg. <b>the small playground with the horizontal climbing wall..., a tiny kitten with its eyes barely open</b> )	Use a range of devices to build cohesion within a paragraph (eg. <b>then, after that, this, firstly</b> )	Form <b>verbs</b> with <b>prefixes</b> e.g. <b>dis-, re-, mis-, over-</b> and <b>re-</b>
Use <b>brackets</b> to indicate <b>parenthesis</b> (add an explanation or aside)	<b>WT:</b> In narratives, describe settings and characters	Start sentences in different ways using <b>adverbials</b> of time (Later, As the dawn broke), place (In a nearby village), or manner (As quick as a flash)	Spell some words with silent letters e.g. <b>knight, psalm, solemn</b>
Use <b>dashes</b> to indicate <b>parenthesis</b> (eg. <b>Alex–my best friend– is coming to my house tonight.</b> )	<b>EXP:</b> In narratives, <b>integrate dialogue</b> to convey character and advance the action	Create and punctuate complex sentences using <b>–ing</b> openers e.g. <b>Sobbing uncontrollably, the girl left the room.</b>	Use the first three or four letters to check spelling and/or meaning using a dictionary
Use <b>commas</b> to indicate <b>parenthesis</b> (e.g. <b>Emma, Claire’s mum, baked the cake.</b> )	<b>EXP:</b> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg. the use of first person in a diary; direct address in instructions and persuasive writing)	Create and punctuate complex sentences using <b>–ed</b> openers e.g. <b>Terrified by the dragon, George fell to his knees</b>	<b>WT:</b> Write legibly
Use <b>commas</b> to clarify meaning and avoid ambiguity	Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, using a thesaurus when required	<b>WT:</b> Use paragraphs to organise ideas	Write legibly, fluently and with increasing speed
<b>WT :</b> Use the range of punctuation introduced <b>mostly</b> correctly ( <b>capital letters, full stops, question marks, commas for lists, apostrophes for contraction</b> )	Effectively proof-read and edit work, checking for sense, spelling and punctuation errors and that tenses are consistent	Link ideas across paragraphs using <b>adverbials</b> of time (eg. <b>later</b> ) place (eg. <b>nearby</b> ) and number (eg. <b>secondly</b> ) or tense choices (eg. <b>he had seen her before</b> )	Develop a personal,clear and neat handwriting style
	Effectively assess own and others' writing		Decide which handwriting standard and implement is appropriate for a task eg. quick notes/letters/ final version
			Choose when it is appropriate to print or to join my writing e.g. printing for labelling a scientific diagram

Overall Assessment: Working Towards Working Within Greater Depth		
Date/Judgement:	Date/Judgement:	Date/Judgement: