

Year 5 Expectation - Writing

Spelling, Grammar and Punctuation

- Can spell accurately in all but the most complex words e.g. paraphernalia, quintessential etc. and most or all of the Year 5 High Frequency Words.
- Can spell most of the Year 5/6 words in the N.C. Appendix 1.
- Can use a dictionary to correct spelling.
- Can convert nouns and adjectives into verbs using -en, -ate, -ise, -ify (pure - purify, dark - darken).
- Can use verb prefixes dis-, de-, mis-, over-, are- and re-.
- Can use pronouns to avoid repetition.
- Can use nouns, pronouns and tenses consistently throughout.
- Can use a range of coordinating conjunctions to link clauses and sentences.
- Can select from a wide range of known imaginative and ambitious vocabulary (should be words that are not usually used by a child of that age) and use precisely (All spelling including of complex words, is almost always correct).
- Can group things appropriately before or after a main verb, (e.g. The books, the pens and the pencils were already on the table).
- Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.
- Can use complex sentence structures appropriately.
- Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.
- Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).
- Can use more sophisticated connecting adverbs (besides, for example, in fact, similarly, still, therefore).
- Can use brackets, dashes, semi-colons and commas accurately.
- Can use commas to clarify meaning and avoid ambiguity.
- Can indicate degrees of possibility using adverbs and modal verbs (eg perhaps, surely, maybe, should, could, might).
- Can use relative clauses with relative pronouns (who, whose, which, that, when, where).
- Can use a range of subordinating conjunctions (eg as, now that, unless, until, whenever, wherever) to start sentences, judging the impact or effect.
- Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child).
- Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).

Transcription, Composition and Vocabulary

- Can write neatly, legibly and accurately in a flowing, joined style.
- Can adapt handwriting for a range of tasks and purposes, including for effect.
- Can use interesting language to sustain and develop ideas.
- Can use a thesaurus to support word choice.
- Can use accurate and adventurous vocabulary choices which are fit for purpose.
- Can consistently organise my work into paragraphs in a range of text types.

- Can accurately adapt sentence structure to text type.
- Can use appropriate vocabulary and structures for formal writing.
- Can produce well-structured and organised writing using a range of conventions in layout.
- Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, Standard English).
- Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment).
- Can show confident and established 'voice'.
- Can write for a range of purposes (eg plays, persuasive texts, explanation texts, poems).
- Can write for a wider range of purposes (eg myths, legends, play scripts, instructions, recounts, persuasive texts, letters, leaflets, articles, debates) where appropriate.
- Can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction).
- Can choose words and phrases to make sentences more precise and avoid tautology (eg 'They arrived in succession' instead of 'They arrived one after the other').
- Can use a variety of strategies to move a story forward (eg description, action, dialogue).
- Can develop characters and describe settings, feelings and emotions.
- Can plan writing to ensure clear, logically sequenced ideas across a range of genres.
- Can select the correct genre for audience and purpose, and use it accurately
- Can use paragraphs consistently and appropriately.
- Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).
- Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').
- Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, subheadings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).
- Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).
- Can interweave implicit and explicit links between sections.
- Can use personification to make writing more interesting.
- Can link ideas across paragraphs using connecting adverbs of time (eg later), place (nearby), number (secondly).