

Year 5 Writing Expectations

	Autumn	Spring	Summer
Transcription	<i>Understand and use suffixes: cious, tious, cial, tial, ant, ance, ancy, ent, ence, ency, able, ible, ibly, ably, fer</i>	<i>Spell correctly words with /i:/ sound spelt ei after c and exceptions eg. their Also spell correctly words with -ough suffix and silent letters</i>	Continue to distinguish between homophones and other words which are often confused
	<i>Begin to use dictionaries to check the spelling and meanings of words.</i>		
Composition	Identify the need for a new paragraph in order to organise a piece of work.	<i>Related ideas organised in sections or paragraphs (with some errors).</i>	<i>Organise related ideas in sections or paragraphs.</i>
	<i>Plan their writing, noting ideas and content relevant to the task</i>	<i>Note and develop ideas and content relevant to the task, across a range of writing</i>	<i>Have an awareness of audience and purpose shown through selection of relevant content with an attempt to interest the reader</i>
	<i>Develop initial ideas, drawing on own reading as inspiration.</i>		<i>Develop own ideas, drawing on guided research or reading.</i>
		<i>In narratives, describe settings, characters and atmosphere <u>and</u> begin to integrate dialogue to convey character and advance the action</i>	<i>In narratives, integrate dialogue to convey character and advance the action</i>
	<i>Proof-read for spelling and punctuation errors</i>	Able to assess the effectiveness of their own writing	Able to assess the effectiveness of their own and others' writing
	Use some detail - description of events or ideas expanded through vocabulary (simple adverbs, adjectives) or explanation. <i>Select some vocabulary for effect or appropriateness to task.</i>	<i>Select some vocabulary for effect or appropriateness to task, for example, to develop character, setting or atmosphere. Use detail / description of events or ideas expanded through vocabulary (adverbs and adjectives) or explanation.</i>	
Vocabulary, Grammar and punctuation			
	<i>Identify similes and metaphors and include simple examples in their writing</i>	Understand the need to avoid clichés and generate more imaginative and exciting similes and metaphors	Children have a clear understanding of similes and metaphors and use them appropriately in their writing
	<i>Mastery of basic punctuation across ALL writing. (Basic is: full stops, capital letters, question and exclamation marks and commas in a list.)</i>	<i>Use commas to mark clauses. Use speech punctuation accurately.</i>	<i>Use brackets, dashes and commas for parentheses.</i>
	<i>Complex sentences with different subordinators are used e.g. 'although', 'since' to suit the text. Attempts to move clauses in sentences to vary the effect of the sentence.</i>	<i>Begin to manipulate clauses in a sentence including indicating degrees of possibility using adverbials or modal verbs, ensuring the sentence is correctly punctuated.</i>	<i>Manipulate the position of clauses in a sentence according to the affect needed, ensuring the sentence is correctly punctuated.</i>
	<i>Understand the punctuation of speech and the difference between direct and indirect speech</i>	<i>Punctuation of speech is accurate, across a range or writing</i>	
	<i>Use expanded noun phrases to convey complicated information concisely.</i>	<i>Use modal and passive verbs to indicate degrees of possibility eg. can/could, shall/should, may/might</i>	<i>Use relative (embedded) clauses (eg. who, which, where, that)</i>
	<i>Use consistent and appropriate tense</i>		
	Convert nouns or adjectives into verbs using suffixes (for example, -ate; -ise; -ify)		

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Handwriting	Increase the legibility, consistency and quality of my handwriting. For example: parallel down strokes and correct spacing	I can write legibly, fluently and with increasing speed	I can develop my own style by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
			Know, understand and use the terms: modal verb, relative pronoun relative clause <i>parenthesis, bracket, dash</i> cohesion, ambiguity

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	Not yet at expected standard	Expected standard	Proficient in the expected standard
	Children who required additional intervention to enable them to access the curriculum expectations	Children who demonstrated knowledge and understanding of the National Curriculum objectives for the term	Children able to apply their range of knowledge across a range of subjects with a proficient grasp of the concepts studied
Autumn			
Spring			
Summer			