

Year 5 – End of year Writing Expectations

Genre of writing							
Writes for a range of purposes and audiences and demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing.		b					
Evaluating writing and edits accordingly, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; within own and others' writing.		w					
In narratives, describe settings, characters and atmosphere; begin to integrate dialogue to convey character and advance action		s					
Uses a range of punctuation with accuracy:	brackets	s					
	dashes	s					
	commas to indicate parenthesis	s					
	commas to clarify meaning and avoid ambiguity	s					
Converts nouns or adjectives into verbs using suffixes (eg –ate –ise –ify and uses within writing – eg solidify)		s					
Use relative clauses using some relative pronouns (or implied relative pronoun) to clarify and explain relationships between ideas (eg – the stranger, who had dark, curly hair, entered the room.) who, which, where, when, whose, that		w					
Modifies and specifies noun phrases, eg using adverbs to clarify meaning – the extremely tall teacher		w					
Varies tense to support whole text cohesion and coherence, with increasing accuracy		s					
The perfect form of verbs is sometimes used to mark relationship of time and cause (eg – He had already left the building when the woman arrived)		s					
Uses passive verbs to affect presentation of information in a sentence		s+					
Accurately uses modal verbs in the correct tense to indicate degrees of possibility and certainty (<i>might, should, will, must</i>)		s					
Uses a range of cohesive devices to link ideas within and across paragraphs, including repetition of a word or phrase; grammatical connections such as adverbials (<i>then, after, later, nearby, secondly</i>)		w					

Organises paragraphs to develop and expand some ideas, descriptions, themes or events.	w						
Uses the spelling rules for Y1-5 (Appendix 1)	s						
Uses the first three letters of a word to check its spelling and meaning (dictionary)	w						
Use a thesaurus	w						
Spell words with silent letters (eg knight, psalm)	w						
Some organisations devices are used in non-narrative writing (eg subheadings)	b						
Continues to distinguish between homophones and other words which are confused	w						
Uses a range of organisational and presentational devices consistently and independently in non-narrative material:	headings	b					
	Sub-headings	w					
	columns	s					
	Bullet points	w					
	Tables beginning to be used to guide the reader	s					
Uses correct grammatical terminology Y1-5 when evaluating and editing writing:	Modal verb	s					
	Relative pronoun	w					
	Relative clause	w					
	parenthesis	s					
	bracket	s					
	dash	s					
	cohesion	w					
	ambiguity	s					
Maintain legible, fluent handwriting when writing at efficient speed. Including appropriate choice of letter shape; whether or not to join letters; and writing implement.	s						