



Writing expectations

Year 5

Working towards the expected standard				
The pupil can:				
Write for a range of purposes				
Use mostly correctly:	<ul style="list-style-type: none"> spacing between letters 			
	<ul style="list-style-type: none"> capital letters and full stops 			
	<ul style="list-style-type: none"> question marks when required 			
	<ul style="list-style-type: none"> exclamation marks appropriately 			
	<ul style="list-style-type: none"> commas to separate items in a list 			
	<ul style="list-style-type: none"> apostrophes for missing letters in words 			
	<ul style="list-style-type: none"> apostrophes to mark singular possession 			
	<ul style="list-style-type: none"> capital letters for proper nouns 			
	<ul style="list-style-type: none"> apostrophes for plural possession 			
	<ul style="list-style-type: none"> inverted commas and other punctuation to indicate direct speech (! ? ,) 			
<ul style="list-style-type: none"> commas after fronted adverbials 				
Spell most words correctly (Year 3 & 4)				
Spell some words correctly (Year 5 & 6)				
Produce legible handwriting				

Working at the expected standard				
The pupil can:				
Generate ideas, draft, re-draft and edit written work to ensure the meaning and impact on the reader is clear				
In narrative:	<ul style="list-style-type: none"> develop characters through action and dialogue 			
	<ul style="list-style-type: none"> describe characters through description 			
	<ul style="list-style-type: none"> establish viewpoint as the writer through commenting on characters or events 			
	<ul style="list-style-type: none"> create atmosphere 			
Select vocabulary and grammatical features that reflect what the writing requires, doing this mostly appropriately, including:	<ul style="list-style-type: none"> show how grammar and vocabulary choices create impact and engage the reader 			
	<ul style="list-style-type: none"> use stylistic devices to create effects in writing: simile, metaphor, personification, alliteration, onomatopoeia 			
	<ul style="list-style-type: none"> use modal verbs or adverbs to indicate degrees of possibility 			
	<ul style="list-style-type: none"> use the perfect form of verbs to mark relationships of time and cause 			
Use a range of devices to build cohesion within and across paragraphs, including:	<ul style="list-style-type: none"> use co-ordinating and sub-ordinating conjunctions 			
	<ul style="list-style-type: none"> use adverbials 			
	<ul style="list-style-type: none"> use a range of precise and varied sentence starters 			
	<ul style="list-style-type: none"> use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun 			
Ensure consistent and correct use of tenses throughout a piece of writing				



Writing expectations

Year 5

Working at the expected standard (continued)

The pupil can:

Ensure correct subject and verb agreement when using singular and plural			
Use mostly correctly:	• brackets, dashes commas to indicate parenthesis		
	• commas to clarify meaning and avoid ambiguity		
Form verbs with prefixes			
Convert nouns or adjectives into verbs by adding a suffix			
Understand and consistently use common homophones			
Spell words from the Y5 and 6 list, including those with silent letters consistently eg. knight			
Use the first three or four letters of a word to check spelling, meaning or both in a dictionary			
Use a thesaurus to check meaning and expand knowledge of words			
Self and peer assess writing, suggesting changes to vocabulary, grammar and punctuation			
Maintain legibility in joined handwriting when writing at speed			

Working at greater depth

The pupil can:

Write effectively for a range of purposes and audiences			
Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events			
Use paragraphs to organise information logically and shape a non-fiction text effectively, using sub-headings when necessary			
use commas to mark phrases and clauses			
re-order sentences to create impact on a reader			
use expanded noun phrases to add well thought out detail to writing			
use dialogue effectively and punctuate it accurately			
use a semi-colon or dash to mark the boundary between independent clauses			