



Year 5 End of Year Writing Expectations

Working Towards the Expected Standard (WT):

Pupil(s) are beginning to meet the following aims with support:

- To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.
- To select appropriate grammar and vocabulary to match the purpose and audience of their writing.
- To describe settings, characters and atmosphere with increasing awareness of the reader.
- To begin to use dialogue to convey a character and advance the action.
- To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
- To create paragraphs that are usually suitably linked (some transitions may be awkward).
- To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.
- To use the full range of punctuation from previous year groups (e.g. *Full stops, capital letters, question marks, exclamation marks, commas within lists, apostrophes to show possession and to form contractions, to use inverted commas in direct speech, to consistently use apostrophes for singular and plural possession*).
- To begin to use commas to clarify meaning or to avoid ambiguity.
- To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
- To begin to experiment with relative clauses with support and modelling.
- To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
- To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
- To spell some complex homophones correctly, e.g. affect/effect, practice/practise,

etc.

- To spell some words correctly from the Y5/6 statutory spelling list (*included below*).
- To write legibly, fluently and with increasing speed.




Year 5 End of Year Writing Expectations

Working at the Expected Standard (EXP):

Pupil(s) are confidently and independently able to apply their knowledge:

- To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.
- To describe settings, characters and atmosphere to consciously engage the reader.
- To use dialogue to convey a character and advance the action with increasing confidence.
- To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
- To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.
- To create paragraphs that are usually suitably linked.
- To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
- To use the full range of punctuation from previous year groups.
- To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
- To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.
- To use brackets, dashes or commas to begin to indicate parenthesis.

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- To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
 - To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
 - To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
 - To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.
 - To spell many words correctly from the Y5/6 statutory spelling list (*included below*).
 - To write legibly, fluently and with increasing speed.





Year 5 End of Year Writing Expectations

Working at Greater Depth within the Expected standard (GD):

Pupil(s) are confidently and independently able to apply their knowledge:

- To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
- To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
- To regularly use dialogue to convey a character and advance the action.
- To proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.
- To consistently link ideas across paragraphs.
- To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
- To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
- To use commas consistently to clarify meaning or to avoid ambiguity.
- To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
- To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
- To use brackets, dashes or commas to indicate parenthesis.
- To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- To spell most verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
- To regularly convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
- To spell most complex homophones correctly, e.g. affect/effect, practice/practise,



etc.

- To spell most words correctly from the Y5/6 statutory spelling list (*included below*).
- To write legibly, fluently and with increasing speed.

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	