

Year 5 Writing

Working towards the expected standard in Year 5

The pupil can:

Transcriptional skills

- Spell many Y3/4 common exception words (English Appendix 1)
- Spell many words *containing taught patterns* correctly and some common exception words (English Appendix 1, Y5/6)

Compositional skills

- Describe settings and characters with some element of dialogue
- Often use paragraphs to organise ideas, with pronouns and adverbials sometimes used to aid cohesion
- Show an awareness of audience and purpose for writing, selecting from a range of writing models on offer
- Use simple verb forms correctly
- Use capital letters, full stops, question marks, exclamation marks and commas in lists mostly accurately and often using apostrophes for contraction and possession.

Working at the expected standard in Year 5

The pupil can:

Transcriptional skills

- Spell most words *containing taught patterns* correctly and many common exception words from Y5/6 word list (English Appendix 1)
- Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)
- *Proof-read for spelling and punctuation errors (KPI)* using a dictionary and thesaurus, where appropriate
- Make deliberate choices over letter shapes and joining to ensure fluency, legibility and good presentation

Compositional skills

- *Describe settings, characters and atmosphere (KPI)*
- *Identify the audience for and purpose of the writing (KPI)*
- *Select the appropriate form and use other similar writing as a model for their own (KPI)*
- Select appropriate grammar and vocabulary, understanding how choices affect meaning (e.g. appropriate conjunctions, technical vocabulary to match subject matter, vocabulary for effect, language to reflect level of formality)
- *Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) (KPI)*
- *Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (KPI)*
- *Ensure the consistent and correct use of tense throughout a piece of writing (KPI)*
- *Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) (KPI)*
- *Use commas to clarify meaning or avoid ambiguity (KPI)*
- Use brackets, dashes or commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity, mostly correctly

Working at greater depth in Year 5

The pupil can:

Transcriptional skills

- Spell most words correctly, including many common exception words (Y5/6)

Compositional skills

- Produce internally coherent paragraphs in a logical sequence and link them across the text (e.g. establishing links between paragraphs through use of language like firstly, moreover, furthermore)
- Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- Use expanded noun and adverbial noun phrases to add detail and precision
- Use inverted commas, apostrophes for contraction and possession, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens.