

Year 5 Working towards the expected standard								
	Range of Writing:							
The pupil can:								
• write for a range of purposes								
• use paragraphs to organise ideas								
• in narratives, describe settings and characters								
• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)								
• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly								
• spell correctly most words from the year 3/4 spelling list, and some words from the year 5 / year 6 spelling list								
• write legibly and use joined handwriting								
Age expected								
The pupil can:								
• Plan and write for a range of purposes and audiences, selecting language that shows awareness of the reader (e.g. the use of first person for diary, direct address in persuasive writing)								
• Plan, draft, write, evaluate and edit work (including proof reading for punctuation and spelling) for audience and purpose								
• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms and tense choice) within and across paragraphs								
• Create description of settings, characters and atmosphere by using appropriate tools								
• Use verb tenses mostly correctly throughout their writing - including the use of the perfect verb form								
• Use a range of sentence structures that include a wide range of conjunctions; and relative clauses that begin with: who, which,where,when,whose that or an omitted pronoun								
• Use expanded noun phrases to convey complicated information precisely								
• To begin to use dialogue in narratives to convey character and advance the action								
• Select vocabulary and grammatical structures that reflect what the writing requires e.g. use of passive verb form to affect how information is presented; showing degrees of possibility through use of modal verbs or adverbs (perhaps,surely)								
• Use punctuation to create parenthesis e.g. brackets, dashes or commas.								
• Use full range of taught punctuation mostly correctly, including the use of commas to clarify meaning or avoid ambiguity								
• Spell correctly most words from the year 3/4 spelling list, and most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.								
• Write legibly and use joined handwriting								
Greater Depth								
The pupil can independently:								
• Write effectively for a range of purposes and audiences, selecting the appropriate form and <u>drawing on what they have read</u> as models for their own writing								
• Exercise an assured and conscious controlled use of vocabulary for effect and purpose								
• Exercise an assured, controlled ability to manipulate grammatical structures for effect								
• Use the full range of taught punctuation, and when necessary, use the punctuation precisely to enhance meaning and clarity								
• Understand the difference between vobaluary of informal speech and vocabulary for formal speech and writing								

