

Name: _____

Year 5 Writing Expectations



The pupil can, after discussion with the teacher:						
Working Towards the Expected Standard						
write for a range of purposes						
use paragraphs to organise ideas with support						
in narratives, describe settings and characters						
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, bullet points)						
use the range of punctuation taught up to and including Y3 correctly and some of the punctuation taught in Y4 and Y5						
spell correctly most words from the Y3/Y4 spelling list, and some words from the Y5/Y6 spelling list						
write legibly						
spell correctly many words from previous year groups and some words from the year 3/4 spelling list						
write legibly						
in narratives, describe settings, characters and atmosphere						
begin to convey character and advance the action through dialogue, maintaining a balance of speech and description						
select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tense; a range of verb forms; <u>relative clauses</u>)						
use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) in much of their writing						
use verb tenses consistently and correctly throughout most of their writing						
use the range of punctuation taught up to and including Y5 mostly correctly (e.g. commas separating clauses; punctuation for parenthesis)						
spell correctly many words from the Y5/Y6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary						
maintain legibility in joined handwriting when writing at speed						
Working at Greater Depth (+all of Working at the Expected Standard)						
write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read to inform the vocabulary and grammar of their writing						
develop character through description, actions and dialogue						
begin to make choices about using sentences of different lengths and types						
improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)						

A child does not have to show every standard in every piece of writing. Evidence must be from an independent piece of writing.