

End of Year 5 Writing Expectations

	Working <b>Towards</b> the Expected Standard (Meeting the following aims <b>with support</b> )	Working <b>at</b> the Expected Standard (Pupils are beginning to independently apply their knowledge)	Working <b>within the Expected Standard</b> at a more able standard (Pupils are confidently and independently able to apply their knowledge)
Composition			
	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical	To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose	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 select appropriate grammar and vocabulary to match the purpose and audience of their writing	To describe settings, characters and atmosphere to consciously engage the reader	To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace
	To describe settings, characters and atmosphere with increasing awareness of the reader	To use dialogue to convey a character and advance the action with increasing confidence	To regularly use dialogue to convey a character and advance the action
	To begin to use dialogue to convey a character and advance the story	To select and use organisational and presentational devices that are relevant to the text type e.g. headings, bullet points, underlining, etc	To proof-read work to summarise longer passages by removing unnecessary repetition or irrelevant details
	To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining etc	To begin to proof-read work to summarise longer passages by removing unnecessary repetition or irrelevant details	To consistently link ideas across paragraphs
	To create paragraphs that are usually suitably linked (some transitions may not be correct)	To create paragraphs that are usually suitable linked	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements
	To proofread their work and assess the effectiveness of their own and others writing	To proofread their work and assess the effectiveness of their own and other' writing and make necessary corrections and improvements	To begin to perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
Punctuation & Grammar			

	To use most of the punctuation from previous year groups		To use the full range of punctuation from previous year groups		
	To begin to use commas to clarify meaning or to avoid ambiguity		To use commas to clarify meaning or to avoid ambiguity with increasing accuracy		To use commas consistently 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 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 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 begin to experiment with relative clauses with support and modelling		To use relative clauses beginning with a relative pronoun (who, which, where when, whose, that), e.g. Professor Smith, who was a famous inventor, had made a new discovery.		To use relative clauses beginning with a relative pronoun (who, which, where when, whose, that), e.g. Professor Smith, who was a famous inventor, had made a new discovery.
	To begin to use some adverbs and modal verbs to indicate degrees of possibility e.g. surely, perhaps, should, might, etc		To use brackets, dashes or commas to begin to indicate parenthesis		To use brackets, dashes or commas to indicate parenthesis
			To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc		To use a wide range of adverbs and modal verbs to indicate degrees of possibility
<b>Transcription</b>					
	To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct etc		To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct etc		To spell most 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 convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise etc		To regularly convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise etc
	To spell some complex homophones correctly, e.g. affect/effect, practise/practice etc		To spell many complex homophones correctly, e.g. affect/effect, practise/practice etc		To spell most complex homophones correctly, e.g. affect/effect, practise/practice etc
	To spell some words from the Y5/6 statutory spelling list		To spell many words from the Y5/6 statutory spelling list		To spell most words from the Y5/6 statutory spelling list
	To write legibly, fluently and with increasing speed		To write legibly, fluently and with increasing speed		To write legibly, fluently and with increasing speed