

# End of Year 5 Writing Expectations

## 1. Child as a writer

- a. Is able to critically evaluate their own and other people's written work.
- b. Chooses an appropriate form for their writing in order to communicate effectively.
- c. Refines ideas based on experience of good quality example texts.
- d. Confidently undertakes the composition of whole texts, writing with fluency and stamina.
- e. Shares their work confidently, ensuring the meaning is clear to the reader/listener.
- f. Includes appropriate features to enhance the meaning and impact of their text.

## 2. Composition: Sentences

- a. Uses a range of sentence types with growing dexterity.
- b. Can explain why a given sentence type will enhance the meaning/impact of a passage.
- c. Experiments with clause structures to give variety to their writing.
- d. Uses a wide range of co-ordinating and subordinating conjunctions to develop and extend their ideas.
- e. Sentences are grammatically accurate.
- f. Can maintain a consistent tense through choosing and using an appropriate verb form.
- g. Can routinely add detail and interest to sentences through precise use of techniques such as adverbial phrases, expanded noun phrases etc.
- h. Cohesion and flow are promoted through the use of pronouns and determiners.

## 3. Punctuation (can demarcate sentences accurately and appropriately)

- a. Always uses capital letters and full stops accurately.
- b. Always uses question marks and exclamation marks accurately.
- c. Is confident in using inverted commas to mark speech.
- d. Usually punctuates speech inside inverted commas.
- e. Can use commas for lists nearly always correctly.
- f. Can use commas after fronted adverbials.
- g. Has a growing understanding of how to use commas to separate clauses in sentences.
- h. Can use an apostrophe for possession (including plural nouns) accurately.
- i. Can use an apostrophe for contraction accurately.
- j. Understands the use of brackets to add additional information.

## 4. Composition: Context, Audience and Purpose

- a. Can identify the audience, context and purpose for writing.
- b. Is able to explain how the audience for a text will impact on how it is written.
- c. Uses own planning strategies to compose and rehearse whole texts before writing.
- d. Pitches texts appropriately, according to who it will be read by.
- e. Includes sufficient detail to engage the reader.
- f. Establishes a clear viewpoint in their writing and maintains this throughout a text.

## 5. Composition: Narrative

- a. Plans a clear structure for a narrative, which is evenly paced.
- b. Includes appropriate imaginative detail to engage the reader from the outset.
- c. Draws on their own experience of good quality narrative to support the writing of their own text.
- d. Balances a range of description, dialogue and action to explain a narrative.
- e. Story is organised into clear paragraphs.
- f. Develops characters and settings using a range of descriptive techniques.
- g. Tense and perspective are maintained throughout narrative work.

## 6. Composition: Non-narrative

- a. Carefully structures non-narrative texts according to the context, purpose and audience.
- b. Constructs texts with a compelling introduction, relevant points or information and a logical conclusion.
- c. Draws on their own experience of good quality non-narrative to support the writing of their own text.
- d. Paragraphing is used to bring clarity to the text.
- e. Formatting devices are carefully selected to help organise the text appropriately.
- f. Can choose and maintain the correct tense throughout.

## 7. Composition: Editing

- a. Identifies and edits inaccuracies in grammar.
- b. Edits vocabulary choices to enhance the meaning or impact of the text.
- c. Can proof read to check for spelling errors.
- d. Can proof read to check for missing punctuation.
- e. Can make improvements to a text to ensure that it closely meets the brief/success criteria.

## 8. Spelling and word work

- a. Can spell some of the Year 5/6 spelling list.
- b. Prefixes from English Appendix 1 are used correctly e.g. il, ir, re, sub, inter, anti, auto
- c. Suffixes from English Appendix 1 are used correctly e.g. -ly, -ation, -ous
- d. Uses a dictionary efficiently to support accurate spelling.

## 9. Handwriting

- a. Letters are consistently sized and orientated.
- b. Can use a legible and consistent style of handwriting.
- c. Is beginning to join handwriting with some degree of fluency.

## 10. Spoken English (Oracy)

- a. Read your work aloud, using intonation, expression and volume to enhance meaning and impact.
- b. Take part in group and individual performances, based on texts you have written and been inspired by.
- c. Engage in critical discussions about your own and other people's writing, referencing the impact on the audience.

