

Year 5 Writing – End of Year Expectations

<p>Transcription – spelling quickly and accurately though knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.</p>	<ul style="list-style-type: none"> • The pupil can spell most year 4 and year 5 words correctly • The pupil can distinguish between homophones and other words which are often confused (E.g. <i>They're over there in their lockers.</i>) • The pupil can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary and thesaurus • The pupil can spell most words with 'silent' letters (E.g. Knock, government, separate) • The pupil can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
<p>Handwriting</p>	<ul style="list-style-type: none"> • The pupil can write legibly (joined writing of a consistent size), fluently and with increasing speed.
<p>Composition – Articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.</p>	<ul style="list-style-type: none"> • The pupil can plan, draft, write, evaluate and edit writing to increase its effectiveness (propose changes and proof read for spelling and punctuation errors) and identify the audience for and purpose of their writing • The pupil can draft and write using a rich vocabulary (E.g. <i>The tranquil sea shimmered in the pale, pearlescent moonlight.</i>) and a range of sentence structures <ul style="list-style-type: none"> ○ Simple- <i>The cat sat on the mat.</i> ○ Compound- <i>The cat sat on the mat, for it was tired.</i> ○ Complex- <i>While its owner spooned food into its bowl, the cat sat on the mat.</i> • The pupil can write longer passages, using a wide range of devices to build cohesion within and across paragraphs.
<p>Vocabulary, punctuation and grammar</p>	<ul style="list-style-type: none"> • The pupil can use formal speech and writing, including subjunctive forms • The pupil can use: <ul style="list-style-type: none"> ○ Passive verbs to affect the presentation of information in a sentence (E.g. <i>The jury's decision was handed to the judge.</i>) ○ The perfect form of verbs to mark relationships of time and cause (Present perfect- <i>I have walked</i>, past perfect- <i>I had walked</i>, future perfect- <i>I will have walked</i>) ○ Expanded noun phrases ('<i>the sky</i>' expands to '<i>the dark, gloomy sky</i>') ○ Modal verbs or adverbs to indicate degrees of possibility (<i>It might rain tomorrow</i> or <i>that might possibly be my coat</i>). • The pupil can identify and is beginning to show in their writing an understanding of relative clauses (the footballer, who scored a hat-trick, celebrated), commas, hyphens, brackets, dashes or commas to indicate parenthesis, semicolons, colons or dashes, a colon to introduce a list and can punctuate bullet points.