END OF YEAR EXPECTATIONS YEAR 5 -WRTING

Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
As LKS2 and: ▪ Create complex sentences by using relative clauses with pronouns *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.* ▪ Create and punctuate complex sentences using *ed* openers. ▪ Create and punctuate complex sentences using *ing* openers. ▪ Create and punctuate complex sentences using simile starters. ▪ Demarcate complex sentences using commas and explore **ambiguity** of meaning. ▪ Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must.* ▪ Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently.* ▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.* ▪ Identify and use **brackets** and **dashes** ▪ Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-.*	As LKS2 and: Plan their writing by: ▪ Identifying the audience and purpose ▪ Selecting the appropriate language and structures. ▪ Using similar writing models. ▪ Noting and developing ideas. ▪ Drawing on reading and research. ▪ Thinking how authors develop characters and settings (in books, films and performances). Draft and write by: ▪ Selecting *appropriate* grammar and vocabulary. ▪ Blending action, dialogue and description within and across paragraphs. ▪ Using devices to build cohesion (see VGP column). ▪ Using organisation and presentational devices e.g. *headings, sub headings, bullet points, diagrams, text boxes.* Evaluate and edit by: ▪ Assessing the effectiveness of own and others' writing in relation to audience and purpose. ▪ Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ▪ Ensuring consistent and correct use of tense throughout a piece of writing. ▪ Ensuring consistent subject and verb agreement.	As LKS2 and: ▪ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▪ Use further prefixes and suffixes and understand the guidelines for adding them. ▪ Spell some words with 'silent' letters, e.g. *knight, psalm, solemn.* ▪ Continue to distinguish between homophones and other words which are often confused. ▪ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. ▪ Use dictionaries to check the spelling and meaning of words. ▪ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. ▪ Use a thesaurus. ▪ Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. ▪ Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-.*	As LKS2 and: ▪ Write fluently. ▪ Choose when it is appropriate to print or join writing e.g. *printing for labelling a scientific diagram.*

	▪ Proofreading for spelling and punctuation errors. Perform own compositions for different audiences: ▪ Using appropriate intonation and volume. ▪ Adding movement. Ensuring meaning is clear		

END OF YEAR EXPECTATIONS YEAR 6

Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
As above and: ▪ Manipulate sentences to create particular effects. ▪ Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.* ▪ Use devices to build cohesion between paragraphs in narrative e.g. *in the meantime, meanwhile, in due course, until then.* ▪ Use **ellipsis** to link ideas between paragraphs. ▪ Identify and use **colons** to introduce a list. ▪ Identify and use **semi-colons** to mark the boundary between independent clauses e.g. *It is raining; I am fed up*. ▪ Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.* ▪ Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark.* ▪ Punctuate **bullet points** consistently ▪ Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request. ▪ Identify the **subject** and **object** of a sentence.	As above and: Plan their writing by: ▪ Identifying audience and purpose. ▪ Choose appropriate text-form and type for all writing. ▪ Selecting the appropriate language and structures. ▪ Drawing on similar writing models, reading and research. ▪ Using a range of planning approaches e.g. *storyboard, story mountain, discussion group, post-it notes, ICT story planning.* Draft and write by: Selecting *appropriate* vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▪ Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair*" ▪ Using devices to build cohesion. ▪ Deviating narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.* ▪ Combining text-types to create hybrid texts e.g. *persuasive speech.* ▪ Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences. ▪ Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own	As above and: ▪ Be secure with all spelling rules previously taught. ▪ Write increasingly confidently, accurately and fluently, spelling with automaticity. ▪ Use a number of different strategies interactively in order to spell correctly. ▪ Develop self-checking and proof-checking strategies. Use independent spelling strategies for spelling unfamiliar words	As above and: ▪ Write with increasing speed. Choosing the writing implement that is best suited for a task (e.g. *quick notes, letters*).

▪ Explore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken.*	writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.*		