



## End of Year Writing Expectations Year 5

<b>Hand writing</b>	write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
	choosing the writing implement that is best suited for a task.
<b>Writing Composition</b>	plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
	noting and developing initial ideas, drawing on reading and research where necessary
	in writing narratives, considering how authors have developed characters
	draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
	precising longer passages
	using a wide range of devices to build cohesion within and across paragraphs
	using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
	evaluate and edit by: assessing the effectiveness of their own and others' writing
	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	ensuring the consistent and correct use of tense throughout a piece of writing
	ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
	proof-read for spelling and punctuation errors
perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
<b>Vocabulary, Grammar &amp; Punctuation</b>	develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
	using passive verbs to affect the presentation of information in a sentence
	using the perfect form of verbs to mark relationships of time and cause
	using expanded noun phrases to convey complicated information concisely
	using modal verbs or adverbs to indicate degrees of possibility
	using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
	learning the grammar for years 5 and 6 in English Appendix 2
	indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing
	using hyphens to avoid ambiguity
	using brackets, dashes or commas to indicate parenthesis
	using semi-colons, colons or dashes to mark boundaries between independent clauses
	using a colon to introduce a list
	punctuating bullet points consistently
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	