



End of Year Five Writing Expectations



Spelling

Composition

Handwriting

Grammar

S1	Use prefixes and suffixes and understand the guidance for adding them. English appendix 1
S2	Spell some words with 'silent' letters (for example, knight, psalm, solemn).
S3	Distinguish between homophones and other words which are often confused.
S4	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. English appendix 1
S5	Independently use dictionaries to check the spelling and meaning of words, using the first 3 or 4 letters of a word to check spelling.
S6	Use a thesaurus.
S7	Write from memory, sentences dictated by the teacher, include words and punctuation taught so far.
H1	Handwriting is legible, fluent and completed with increasing speed.
H2	Continuous cursive script is used and sustained.
C1	Identify audience, purpose, structure, vocabulary and grammar of writing in texts similar to that being written.
C2	Structure and organise writing to take account of audience, purpose and context.
C3	Identify and use conventions of different types of writing. (i.e the use of first person in diary writing and autobiographies and headings, bullet points, underlining in non-fiction).
C4	Make notes and develop initial ideas from a variety of sources.
C5	Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
C6	Precis longer passages.
C7	Use a wide range of devices to build cohesion within and across paragraphs.
C8	Assess the effectiveness of own and others' writing.
C9	Make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
C10	Consistently use the correct tense throughout a piece of writing.
C11	Use correct subject and verb agreement when using singular and plural.
C12	Distinguish between the language of speech and writing and choose the appropriate register.
C13	Proofread for spelling and punctuation errors.
C14	Perform own compositions, use appropriate intonation, volume, and movement so that meaning is clear.
G1	Use punctuation to accurately indicate direct and indirect speech. English Appendix 2
G2	Use passive verbs to affect the presentation of information in a sentence.
G3	Use the perfect form of verbs to mark relationships of time and cause.
G4	Use expanded noun phrases to convey complicated information concisely.
G5	Use modal verbs or adverbs to indicate degrees of possibility.
G6	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.
G7	Use commas to clarify meaning or avoid ambiguity in writing.

G8	Use hyphens to avoid ambiguity.
G9	Use brackets, dashes or commas to indicate parenthesis.
G10	Use semicolons, colons or dashes to mark boundaries between independent clauses.
G11	Use a colon to introduce a list.
G12	Punctuate bullet points consistently.
G13	Use and understand grammatical terminology (modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity).