

## **The End of Year 5 Expectations in Writing are:**

### **Composition:**

Can identify the audience and purpose of their writing, and can change the structure and form accordingly.

Can independently plan out their ideas using brief notes, and draw on reading and research where necessary.

Can learn from the ways in which authors develop characters and settings in what they have read, heard or watched, and can use some of these devices in their own writing.

Can use dialogue to convey a clear sense of character, particularly through the use of speech verbs and adverbs.

Can use dialogue to move a story forwards.

Can write a short precis of a longer passage.

Can use expressive and figurative language to describe a setting and character e.g. simile, metaphor and personification.

Can use prepositional phrases and time related phrases at the start of a new paragraph to mark shifts in the narrative (On the other side of the forest,...; Later that afternoon,...)

Can use paragraphing in non-fiction writing accurately, following the correct structure of the text type.

Can use pronouns within and across paragraphs to maintain cohesion in writing.

Can use organisational and presentational devices to structure a text and to guide the reader, e.g. headings, bullet points and underlining.

Can check their work to ensure the correct tense is used consistently throughout.

Can effectively assess and edit their own and others' writing.

Overall composition and effect of writing is engaging and coherent.

Can perform their compositions and read their own writing aloud, in an expressive and engaging manner.

### **Grammar and Punctuation:**

Can begin sentences in a variety of ways, including the use of expanded -ed and -ing clauses (Encouraged by the weather,...; Grinning menacingly,...).

Can use language and structures to give speech or writing a more formal tone (e.g. 'discover' instead of 'find out').

Can use the perfect form of verbs to mark relationships of time and cause.

Can use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility.

Can use relative clauses - beginning with who, which, where, when, whose, that or with - to give extra information about the noun (e.g. 'The tree, that had gnarled bark and twisted branches, gave Peter the creeps.')

Can accurately use commas in lists, to separate clauses and after fronted adverbials.

Can accurately use brackets to indicate parenthesis.

Can use the colon to introduce a list and use semi-colons for longer phrases within lists.

Can use bullet points to list information.

### **Handwriting:**

Can write legibly, fluently and quickly.

Can choose which shape of a letter to use when given choices and decide whether or not to join specific letters.