

Year 5 writing expectations

Expected by Autumn Term	Expected by Spring Term	Expected by Summer Term	Achieved
Consistent capital letters and full stops.			
Question marks in fiction and non-fiction writing			
Commas for lists and some use of colon to indicate list			
Use apostrophes for contraction and singular possession accurately			
Use appropriate adjectives or adverbs to enhance description			
Appropriate division of work into paragraphs or sub-headed sections to indicate shifts in time, place, theme			
Correct use of present and past verb forms			
Consistent use of tense and person in fiction and non-fiction			
Use some expanded noun phrases including preposition phrases (<i>the strict maths teacher with curly hair</i>)			
Use adverbials both within and to start sentences demarcated by a comma.			
Use compound sentences accurately making use of co-ordinating conjunctions (<i>for, and nor, but or, yet, so</i>)			
Use subordinating conjunctions as sentence starters in two clause complex sentences			
Spell all Years 3 & 4 words correctly			
Spell some Years 5 & 6 words correctly			
Joined and legible handwriting with consistent letter size			
Set out dialogue increasingly accurately incorporating new speaker, new line and two sentences within speech with a comma for the reported clause i.e. <i>"Where did that beanstalk come from?" asked Jack. "I wonder if it leads anywhere."</i>			
Organise ideas within paragraphs (topic sentence/fronted adverbials)			
Make some use of modal verbs to indicate possibility			
Use expanded noun phrases incorporating preposition phrases (<i>the strict maths teacher with curly hair</i>)			
Use simple sentences for effect (i.e. dramatic effect in fiction; emphatic effect in non-fiction)			
Write using figurative language. (alliteration, metaphors, similes and personification)			
Use subordinating conjunctions to create complex sentences with use of commas to clarify meaning			
Linking ideas across paragraphs using adverbials of time.			
Set out dialogue increasingly accurately incorporating new speaker, new line and integrated description e.g. <i>"Where did that beanstalk come from?" asked Jack, scratching his head. "I don't know," replied his mum.</i>			
Use relative clauses to add detail (punctuated by brackets, dashes and commas depending on formality)			
Spell many Years 5 & 6 words correctly			
Possessive apostrophes (singular and plural)			
Set out dialogue accurately incorporating breaks in spoken sentences using commas to demarcate clauses ie. <i>"That beanstalk has appeared from nowhere," exclaimed Jack, "because there was no sign of it yesterday."</i>			
Use a range of modal verbs to indicate possibility			
Correct use of present and past perfect forms including irregular forms of common verbs e.g. <i>she has walked; he had run</i>			
Create mood and tension			
Write complex sentences using subordinating conjunctions and commas for clarity			
Greater Depth			
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader			
Show precision with the vocabulary selected and manipulate grammatical structures for effect			
Begin to use colons and semi-colons to mark boundaries between independent clauses			
Maintain joint and fluent handwriting when writing at speed			