

## YEAR 5 WRITING

**During Year 5 a child will perform the following:**

### **Composition**

- Identifies the audience for, and purpose of, the writing.
- Selects the appropriate form and uses other similar writing as models for their own.
- Proof-reads for spelling and punctuation errors.
- Ensures the consistent and correct use of tense throughout a piece of writing.
- Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- Describes settings, characters and atmosphere.

### **SPaG**

- Converts nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify).
- Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).
- Uses devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).
- Uses commas to clarify meaning or avoid ambiguity.

**By the end of Year 5 they will:**

### **With reference to the KPIs**

By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose.

A child can:

- structure and organise a range of texts effectively for different purposes;
- use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing;
- use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing;
- write effective descriptions;
- apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading; and
- select a handwriting style appropriate to the task.

A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters.