



Year Five Writing Expectations – updated November 2022

Composition	Oracy & Vocabulary	Sentence Structure	Grammar	Spelling	Handwriting
Write for a range of purposes and audiences	Uses wide range of vocabulary collected from reading and other sources	Manipulate the order of sentences to impact positively on the purpose of the writing.	Recognise vocabulary and structures that are appropriate for formal speech and writing.	Convert verbs into nouns by adding a suffix. Spelling is typically 90% accurate in own writing	Write using a cursive script. Write legibly, fluently and with increasing speed.
Use ideas from reading and 'models' and 'WAGOLLS'	Vocabulary choices are considered and reflect genre and purpose of writing	Use a range of sentence openers consistently and to impact positively on purpose	Use expanded noun phrases to convey complicated information concisely.	Spell words from Y5 word list Spell words with silent letters	
Plan and draft narratives: Select appropriate grammar and vocabulary to reflect meaning: Describe setting, characters and atmosphere.	Vocabulary is used to begin to reflect inference in writing	Link clauses in sentences using a range of subordinating & coordinating conjunctions.	Use modal verbs to indicate degrees of possibility. Use a range of relative pronouns, <i>which, that, whose, who, whoever, whom</i>	Use a range of homophones correctly Spelling – Greater Depth	Greater Depth
Begin to integrate dialogue to convey character and advance the action.	Text Structure	Use relative clauses with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun	Greater Depth	Spelling is 95% accurate	
Use a wide range of devices to build cohesion within and across paragraphs.	Paragraphs are linked through a range of cohesive devices including more sophisticated adverbials of time and place.	Experiment writing sentences or poetry using similes, metaphors and personification and investigate shades of meaning	The independent application of Y5 Grammar Skills has visible impact on the reader		
Use organisational and presentational devices to structure text and guide the reader. (headings, bullet points, subheadings and pghs)	Information within paragraphs is organised and linked through the use of cohesive devices		Punctuation		
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Openings link to endings		Use a comma to punctuate relative clauses. Use brackets, comma, dashes, or commas to indicate parenthesis and meaning.		
Proof read for spelling and punctuation errors.	Text Structure Greater Depth	Sentence Structure Greater Depth	Use a colon to introduce a list.		
Greater Depth	Paragraphs are clearly constructed and help to guide the reader through the text – in narrative they support plot structure and signal changes in time, place and events.		Begin to use semi colons, colons, or dashes to mark boundaries between independent clauses.		
Characters are developed through show not tell techniques, using their actions, speech, thoughts and reactions.		Sentence structures are adapted by re-ordering or embedding clauses and use different sentence lengths to create effects	Punctuation Greater Depth		
Word choices collect from reading are used – but are highly considered			The range of punctuation taught so far is consistently accurate in writing across the curriculum		
Words are deliberately & precisely used to clarify meaning, enhance effect, increase/slow pace & create mood.		Uses multi-clause sentences, simple, compound, complex, statements, commands and questions			

