

# Year 5 Writing/Grammar Expectations



## Working at expected standard

*I can write for a range of purposes and audiences (including writing a short story):*

In narratives describe settings and characters.

Integrate dialogue in narratives to convey character. **(Dialogue)**

Write complex sentences by using relative clauses with relative pronouns (who, which, where, whose, when, that). **(RC)**

Use a range of cohesive devices (e.g. conjunctions, adverbials of time, place and manner, pronouns) within and across paragraphs). **(Conj, FA, adverb within, pronoun)**

Use verb tenses consistently and correctly throughout their writing.

Write and punctuate complex sentences using –ed, openers. **(-ed)**

Write and punctuate complex sentences using –ing, openers. **(-ing)**

Write and punctuate complex sentences using simile starters. **(Simile S)**

Use modal verbs to show degrees of possibility. **(MV)**

Use preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. **(PP, ENP, NP)**

Use inverted commas correctly to mark dialogue.

Use commas to mark complex sentences. **(CS)**

Make some correct use of dashes, brackets and hyphens.

Maintain legibility in joined handwriting when writing at speed.

Spell most words correctly (Years 5 and 6 spelling list) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary (including synonyms).

## Working at greater depth within the expected standard

*I can write for a range of purposes and audiences:*

Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).

Write complex sentences by using relative clauses with relative pronouns (who, which, where, whose, when, that) sometimes varying their position within the sentence. **(RC)**

Integrate dialogue in narratives to convey character and advance the action.

Make ambitious word choices for precision and effect. **(AV)**

Use the range of punctuation taught at key stage 2 correctly (e.g dashes, hyphens, brackets) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.