

Year 5 – Working towards the expected standard						
Drawing upon reading experiences, research and similar writing models, children, with support, will write for a range of purposes selecting appropriate language and structures.						
To spell most year 3 statutory spellings and some year 4 statutory spellings						
To select appropriate vocabulary, including noun phrases, to describe settings and characters.						
To punctuate and organise dialogue mostly accurately						
To begin to show an awareness of paragraphs to organise ideas						
Using mostly correctly: capital letters, full stops, question marks, apostrophes for singular possession, exclamation marks, commas for lists.						
To use pronouns for cohesion to avoid repetition						
To use co-ordinating conjunctions (but, or, yet & so) and subordinating conjunctions (because & although) to extend simple sentences.						
Increase the legibility, quality and consistency of their handwriting (see national curriculum document)						
Year 5 – Working at the expected standard						
Drawing upon reading experiences, research and similar writing models, children will write for a range of purposes selecting appropriate language and structures.						
To spell most words correctly (year 3&4 statutory spelling lists.)						
To spell most year five statutory spellings (see KLIPS document.)						
- Convert nouns and adjectives using suffixes ate, ise and ify. - Investigate verb prefixes, eg, dis, de, re, pre, mis and over.						
Use expanded noun phrases to convey complicated information concisely.						
Use devices to build cohesion within a paragraph for time, place and numbers, eg – later, nearby and secondly.						
Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must.)						
To use relative clauses beginning with who, which, where, when, whose and that.						
Use, mostly correctly: Brackets to indicate parenthesis Dashes to indicate parenthesis Commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity						
To create and punctuate, correctly using commas: complex sentences (Including subordinate clauses and fronted adverbials.) Using 'ed' opening clauses, eg, Exhausted from the race, Sam ... Using 'ing' opening clauses, eg, Grinning with anticipation, Paul..... Using simile openers, eg, Like a fish out of water, ..						
Increase the legibility, consistency and quality of handwriting – see national curriculum (upper key stage 2 years 5&6.)						