



Year 5 Writing Skills

All Saints' CE Primary School

Spell correctly nearly all words from the year 3 / year 4 spelling list*, and some words from the year 5 / year 6 spelling list**(WTS)
Transcription: Handwriting
Writing is joined and legible and is beginning to write at speed. Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined (EXS).
Writing: Composition and Effect
Uses most of the features of the text type.
Is beginning to describe settings, characters AND atmospheres in narratives, and is sometimes able to use speech to develop characters and move a story on (EXS).
Sometimes selects language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) (EXS)
Sometimes selects the appropriate grammar and vocabulary to match the level of formality (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) (EXS)
Sometimes selects the appropriate form and draws on what they have read as models for their own writing (e.g. literary language, characterisation, structure) (GDS)
Sometimes distinguishes between the language of speech (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) and writing and chooses the appropriate register (GDS)
Sometimes exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this(GDS)
Writing: Text Structure and Organisation
Sometimes uses paragraphs accurately to signal changes in time, place, topic or speaker in dialogue.
Openings and endings are sometimes linked (if appropriate to the text type) to build cohesion (EXS)
Sometimes links paragraphs together effectively using a range of devices (e.g. conjunctions, adverbials, pronouns, synonyms) to ensure effective cohesion throughout the text (EXS)
Sometimes links sentences together effectively using a range of devices (e.g. conjunctions, adverbials, pronouns, synonyms) to ensure effective cohesion throughout the text (EXS).
Uses organisational and presentation features appropriate to the text type and audience (e.g. headings, bullet points, underlining).
Writing: Sentence Structure and Punctuation
Often uses verb tenses correctly throughout writing. Is beginning to use the perfect form (e.g. I have walked / I had walked / I will have walked) of verbs when the text type requires it (EXS).
Sometimes uses adverbs, prepositional phrases (he was in bed. I met them after the party) and expanded noun phrases effectively to add detail, qualification and precision.
Uses a range of sentence types (simple, compound and complex) dependant on the audience, purpose and style of writing. Sometimes varies the position of clauses in sentences.
Uses co-ordinating conjunctions (FANBOYS) and a wider variety of subordinating conjunctions to match the style and purpose of my writing (e.g. because, if, which, when, who, while, after, before, although, however, even though (because the rain can damage their skin...which was strange...)).
Is beginning to use modal verbs (should, could, might) in writing, dependent upon the text type (e.g. persuasive and discussion texts) and is beginning to use adverbs to show degrees of possibility (perhaps, surely, maybe, definitely)
Sometimes uses relative clauses (beginning with: who, which, when, where) when necessary.
Often uses commas (for lists and fronted adverbials), apostrophes and other basic punctuation (A . ?,!) correctly. Sometimes , uses commas for speech and to separate clauses (EXS)
When speech is needed, inverted commas (speech marks) are often used correctly (EXS). Is beginning to use the appropriate vocabulary to signal the difference between formal and informal speech (e.g. said versus reported, alleged or claimed)
Is beginning to use brackets, dashes or commas to indicate parenthesis.
Is beginning to use ellipsis, semi-colons, colons, dashes and hyphens to punctuate sentences but sometimes makes mistakes (GDS).

