



Age Related Expectations

Year 5 - Writing

Key performance indicator (KPIs)	Performance standard
<p>Composition</p> <ul style="list-style-type: none"> □ 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. <p>Spelling, Punctuation and Grammar</p> <ul style="list-style-type: none"> □ 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. 	<p><i>With reference to the KPIs</i></p> <p>By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose.</p> <p>A child can:</p> <ul style="list-style-type: none"> □ 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. <p>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.</p>