



Wombwell Park Street Primary School

Age Related Expectations in Writing

Year 5

Date and Text Type:	
Autumn	A thesaurus can be used to find words of similar meaning to enhance meaning
	Spell words with silent b and t and words containing 'ough'
	Spell words ending in ible and able
	Use homophones cereal/serial heard/herd steal/steel stationary/stationery father/farther
	Use correct subject verb agreement in plurals
	Mostly consistent and correct use of tense
	Use expanded noun phrases to convey complicated information, adding details.
	Use nouns and pronouns appropriately for clarity, cohesion and to avoid repetition.
	Consolidate extending the range of sentences with more than one clause by using a wider range of conjunctions (when, before, so, if, therefore, because, although)
	Identify audience and purpose in writing and use this as a model for their own
	Link ideas across paragraphs, using adverbials of time, place and manner (later, nearby, happily) pronouns, repetition, conjunctions and punctuation.
	Proof read for errors linked to taught Year 5 spelling, punctuation and grammar.
Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.	
Spring	Spell words ending in ibly and ably ent and ence
	Spell words with the ee sound spelt ei
	Use homophones affect/effect accept/except advice/advise practice/practise
	Use dialogue to convey character e.g. "Sit down!" shouted the bus driver angrily, red-faced and pointing his finger. "We are already late!"
	Use indirect speech
	Use parenthesis (brackets, dashes and commas) in different positions in a sentence.
	Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.
	Use appropriate grammar and vocabulary to change and enhance meaning.
Use literary techniques and precise vocabulary choices to create specific impact to evoke time, place and mood	
Summer	Spell words ending in: ant, ance, ancylous tious cial tial
	Use homophones principal/principle bridal/bridle proceed/precede weary/wary
	Spell most of the Year 5 common exception words
	Indicate degrees of possibility using adverbs e.g. perhaps, surely and modal verbs e.g. might, should, will, must.
	Use commas to clarify meaning or avoid ambiguity in relative clauses and for parenthesis
	Make multi-clausal sentences using: after, as, as if, as long as, as though, before, if, in case, once, since, than, that, until, unless, when (ever), where (ever), whereas, while, providing, so long as.
	Extend sentences using more sophisticated conjunctions e.g. however, nevertheless, despite, contrary to, even though, therefore
	Can choose language according to formality (conversational/contractions/slang or standard English)
Identify the audience and purpose for the writing, selecting the appropriate form and using similar writing as models for their own.	



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GDS	<i>Spell mostly accurately all words, spelling patterns, prefixes/suffixes taught</i>
	<i>Accurately use all taught punctuation</i>
	<i>Select language appropriate to the purpose</i>
	<i>Draw on their experiences and what they have read, in their writing.</i>