

## A Year 5 writer can:

### COMPOSITION

- Be happy and confident to write independently.
- Write at length (a page or more at a time) without going off task, re-reading as they go.
- Refer to plans, success criteria and word banks with minimal prompting and guidance.
- Talk about, rehearse and plan their writing in groups and independently.
- Use ideas from reading, trips, drama, art, films and real experiences to inspire writing.
- Analyse genre conventions in class to imitate and innovate in their writing.
- Think independently about their audience and purpose throughout writing.
- Choose and maintain the correct tone, style and structure to suit the audience, purpose and genre.
- Use and adapt ambitious vocabulary to suit the genre, considering the impact of word choices.
- Create vivid settings, characters and plot in narratives, expanding on descriptions to add detail.
- Organise their writing into paragraphs and use cohesive devices appropriately e.g. *fronted adverbials, conjunctions, headings*.
- Consciously control the variety and structure of sentences for impact on the reader.
- Use devices from their reading to innovate e.g. *flash-back scenes, suspense, first/third person*.

### GRAMMAR AND PUNCTUATION

- Maintain the correct tense throughout a piece of writing.
- Use the full range of punctuation (full stops, capital letters, question marks, exclamation marks, commas in lists and to embed clauses, apostrophes to show contraction and possession).
- Re-order and re-organise sentences for effect.
- Use expanded noun phrases and pronouns, fronted adverbials, modal verbs, adverbs, relative clauses, subordinate clauses, expanded noun phrases, a range of conjunctions and prepositions.
- Use plurals correctly and correct subject-verb agreement e.g. ~~we was~~ we were
- Use correctly-punctuated speech and reporting clauses for character and action development.
- Use 'a' or 'an' correctly.

### TRANSCRIPTION

- Spell words with prefixes correctly e.g. *incorrect, disobey*.
- Spell words with suffixes correctly e.g. *usually, solution*.
- Spell homophones correctly e.g. *there, their*.
- Master common spelling errors, the Year 3/4 word list and some of the Year 5/6 word list.
- Identify words that 'look wrong' and use dictionaries to check spelling independently as needed.
- Use a thesaurus to build understanding of shades of meaning.
- Develop a clear, flowing handwriting style with accuracy and speed that is joined correctly.
- Show a clear difference between capital and lower-case letters.
- Understand that clarity, presentation and quality matter.

### EDITING

- Enjoy and value editing - spotting mistakes, drafting and re-writing are crucial.
- Read their own work back to themselves, a peer or a teacher.
- Use this proof-reading to self-correct errors and make improvements, building on suggestions from others.
- Use success criteria to evaluate, edit and improve work - considering purpose, word choices, grammar and punctuation.
- Respond to teacher marking - celebrating successes and explaining changes.

