



Bearwood Primary School

Year 5 – End of Year Expectations

WRITING

Evidence must come from a range of genre:

COMPOSITION and EFFECT	Identify the audience and purpose before writing, and adapt accordingly
	Select appropriate grammar and vocabulary to change meaning
	Develop setting, atmosphere and character
	Précis longer passages
	Perform own compositions using appropriate intonation, volume and movement
	Recognise difference in informal and formal language
	Use a variety of sentence length, structure or subject
SENTENCE STRUCTURE / PUNCTUATION	Use an age-appropriate dictionary to check spelling and meaning
	Use a thesaurus
	Use the correct tense consistently throughout a piece of writing
	Ensure correct subject and verb agreement
	Use expanded noun phrases to convey complicated information concisely
	Use modal verbs (<i>e.g. might, should, will, must</i>) or adverbs (<i>e.g. perhaps, surely</i>) to indicate degrees of possibility
	Use relative clauses (<i>e.g. who, which, where, when, whose, that</i> or an omitted relative pronoun)
	Use the perfect form of verbs to mark relationships of time and cause
	Use commas to clarify meaning or avoid ambiguity
	Demarcate sentences correctly throughout the text
TEXT STRUCTURE/ ORGANISATION	Use a range of cohesive devices within paragraphs (<i>e.g. then, after that, this, firstly</i>)
	Use grammatical connections and adverbials of time, place or number for cohesion (<i>e.g. later, nearby, secondly</i>)
	Organise ideas with a suitable opening and closing, possibly linked
	Use paragraphs to set out ideas or material in a logical sequence
	Establish simple links between and within paragraphs or sections