

St Anselm's Catholic Primary School

Learning and growing together through prayer, belief and love

Writing Standards for the National Curriculum Year 5

Year 5 Expectations: Transcription

- Form verbs with prefixes for example, dis, de, mis, over and re.
- Convert nouns or adjectives into verbs by adding a suffix for example, ate, ise, ify.
- Understand the general rules for adding prefixes and suffixes above.
- Spell some words with 'silent' letters, e.g. knight, psalm, solemn.
- Distinguish between homophones and other words which are often confused.
- Spell identified commonly misspelt words from Year 5 and 6 word list.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.
- Use a range of spelling strategies.
- Choose 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.
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters).

Year 5 Expectations: Composition

- Know the audience for and purpose of the writing.
- Use the features and structures of text types taught so far.
- Use grammatical features and vocabulary appropriate for the text types taught so far
- Start sentences in different ways.
- Use sentence starters to highlight the main idea.
- Develop characters through action and dialogue.
- Establish viewpoint as the writer through commenting on characters or events.
- Show how grammar and vocabulary choices create impact on the reader.
- Choose vocabulary to engage and impact on the reader.
- Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.
- Add well-chosen detail to interest the reader.

Year 5 Expectations: Composition (continued)

- Summarise a paragraph or event.
 - Organise writing into paragraphs to show different information or events.
 - Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.
 - Use modal verbs or adverbs to indicate degrees of possibility.
 - Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
 - Use commas to clarify meaning or avoid ambiguity in writing.
 - Use brackets, dashes or commas to indicate parenthesis.
 - Assess the effectiveness of their own and others' writing.
 - Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 - Ensure the consistent and correct use of tense throughout a piece of writing.
 - Ensure correct subject and verb agreement when using singular and plural.
 - Distinguish between the language of speech and writing.
- Distinguish between the formal and informal spoken and written language.
 - Proof-read for spelling and punctuation errors.
 - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.