

Writing End of Year Statements - Year 5



Working Towards the Expected Standard

With some support, pupils are able to:

- Write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.
- Select appropriate grammar and vocabulary to match the purpose and audience of their writing including trying to show a formal and informal tone.
- Describe settings, characters and atmosphere including by using expanded noun phrases and adverbials with increasing awareness of the reader.
- Begin to use dialogue to convey a character and advance the action.
- Use organisational and presentational devices that are relevant to the text type e.g. headings, bullet points, underlining, etc.
- Use prepositions and adverbs to show place and time.
- Create paragraphs that are usually suitably linked (some transitions may be awkward).
- Proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.
- Use the full range of punctuation from previous year groups.
- Begin to use commas to clarify meaning or to avoid ambiguity.
- Begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials e.g. nearby; and number, e.g. secondly.
- Begin to experiment with relative clauses with support and modelling.
- Begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- Spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
- Begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
- Spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- Spell some words correctly from the Y5/6 statutory spelling list.
- Produce legible joined handwriting

Expected Standard

With limited support, pupils are able to:

- Write effectively for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose and beginning to write more formally where required.
- Describe settings, characters and atmosphere to consciously engage the reader.
- Use dialogue to convey a character and advance the action with increasing confidence.
- Select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
- Begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details and to enhance effects and clarify meaning.
- Create paragraphs that are usually suitably linked.
- Proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
- Use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
- Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
- Use adverbs and preposition phrases to add detail, qualification and precision.
- Use a wide range of clause structures, sometimes varying their position within the sentence.
- Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.
- Use brackets, dashes or commas to begin to indicate parenthesis.
- Use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- Use verb tenses accurately and consistently including changing tense appropriately within a piece of writing.
- Spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
- Convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
- Spell many complex homophones correctly, e.g. affect/effect, practice/practise etc.
- Spell many words correctly from the Y5/6 statutory spelling list.
- Write legibly, fluently and with increasing speed.

Greater Depth within the Expected Standard

Pupil confidently and independently applies their knowledge and skills to demonstrate that they are able to:

- Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes showing good awareness of the reader.
- Select precise vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
- Regularly use dialogue to convey a character and advance the action.
- Use commas consistently to clarify meaning or to avoid ambiguity.

- Regularly use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronouns), e.g. Professor Scribble, who was a famous inventor, had made a new discovery.
- Use brackets, dashes or commas to indicate parenthesis.
- Use a wide range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- Spell most verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
- Regularly convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
- Spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- Spell most words correctly from the Y5/6 statutory spelling list.
- Write legibly, fluently and with increasing speed.

Year 5-6 Words

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

Year 5-6 Spelling Programme of Study

Endings which sound like /ʃəs/ spelt -cious or -tious	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	official, special, artificial, partial, confidential, essential
Words ending in -ant,-ance/-ancy,-ent,-ence/-ency	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Words ending in -able and -ible Words ending in -ably and -ibly	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly
Adding suffixes beginning with vowel letters to words ending in -fer	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spelt ei after c	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	doubt, island, lamb, solemn, thistle, knight
Homophones and other words that are often confused	advice/advise device/devise licence/license practice/practise prophecy/prophesy farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)

Range of Punctuation Expected in Year 4

Year 1	<ul style="list-style-type: none"> • Capital letter to start a sentence • Capital letter for proper nouns • Capital letters for personal pronoun (I) • Full stops • Question marks • Exclamation mark
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<p>Year 2</p>	<ul style="list-style-type: none"> ● Apostrophe for contractions ● Apostrophe for possessions ● Commas for a list ● Coordinating conjunctions (e.g for, and, nor, but, or, yet, so) ● Subordinating conjunctions (e.g when, if, that, because)
<p>Year 3</p>	<ul style="list-style-type: none"> ● Inverted commas to punctuate direct speech
<p>Year 4</p>	<ul style="list-style-type: none"> ● Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] ● Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] ● Use of commas after fronted adverbials
<p>Year 5</p>	<ul style="list-style-type: none"> ● Brackets, dashes or commas to indicate parenthesis ● Use of commas to clarify meaning or avoid ambiguity