

Year Five Writing, Grammar, Vocabulary and Spelling – end of year expectations

Phonic & Whole word spelling		Other word building spelling		Handwriting		Contexts for Writing	
spell some more complicated words with 'silent' letters.		use further prefixes and suffixes and understand the guidance for adding them		choose the writing implement that is best suited for a task		identify the audience for and purpose of the writing, begin to select the appropriate form and use other similar writing as models	
use knowledge of morphology and etymology in spelling and understand spelling of some words needs to be learnt specifically (Appendix 1)		Transcription		begin to develop handwriting style, choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters		in writing narratives, begin to plan by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	
		pécising (summarising/abridging) longer passages					
continue to distinguish between homophones and other words which are often confused				write legibly, fluently, and with increasing speed in most of my work			
Planning Writing				Performing Writing			
note and begin to develop initial ideas, drawing on reading and research where necessary				perform own compositions, using appropriate intonation, volume, and sometimes some movement so that meaning is clear			
Drafting Writing	begin to select appropriate grammar and vocabulary to change and enhance meaning	in narratives, describing settings, characters and atmosphere and beginning to integrate dialogue to convey character and advance the action	use a range of devices to build cohesion within paragraphs	link ideas across paragraphs using adverbials of time, place, and number	use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, sub-headings, columns, bullets, or tables)		
	assess effectiveness of own and others' writing suggesting and carrying out improvements based on others' comments	propose changes to vocabulary, grammar and punctuation to clarify meaning and begin to enhance effects	ensure the consistent and correct use of tense throughout a piece of writing	ensure correct subject and verb agreement when using singular and plural proofread for spelling and punctuation errors related to spellings and punctuation learned so far	use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary		
Grammar				Vocabulary			
begin to use the perfect form of verbs to mark relationships of time and cause				use a thesaurus			
use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun				begin to use expanded noun phrases to convey complicated information concisely			
convert nouns or adjectives into verbs using suffixes				using modal verbs or adverbs to indicate degrees of possibility			
verb prefixes				Punctuation			
devices to build cohesion, including adverbials of time, place and number				use commas to clarify meaning or avoid ambiguity in writing			
Grammatical Terminology				use brackets, dashes or commas to indicate parenthesis			
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity							

