



Age Related Expectations – Writing

Year 5	Achieved (Date)
Spelling, Punctuation and Grammar	
I can spell and use prefixes effectively (dis-, de-, re-, over-, mis-).	
I can punctuate bullet points consistently.	
I can spell and use suffixes effectively (-ant, -ance, -ancy, -ent, -ence, -ency).	
I can spell some words with silent letters (doubt, island, lamb).	
I can use hyphens to join a prefix to a root word (co-ordinate, re-enter, co-operate).	
I can spell most words from the year 3/year 4 common exception words.	
I can spell some of the year 5 and 6 common exception words.	
I can spell many of the year 5 and 6 common exception words.	
I can distinguish between homophones and other words that are often confused (practise, practice, advice, advise).	
I can use the knowledge of morphology in spelling and understand the spelling of some words needs to be learned specifically e.g unsystematically - system is the root word and the bound morphemes attached are un, attic, al, ly.	
I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary/iPad.	
I can use a thesaurus/iPad to improve my word choices.	
I can use capital letters, full stops, question marks and exclamation marks.	
I can use brackets, dashes and commas to indicate parenthesis.	
I can use commas to clarify meaning or avoid ambiguity.	
I can use a colon to introduce a list.	
I can semi-colons, colons or dashes to mark boundaries between independent clauses.	
I can use pronouns to avoid repetition.	
I can use modal verbs or adverbs to indicate degrees of possibility.	
I can link clauses in sentence using a range of subordinating and coordinating conjunctions.	
I can use relative clauses using the appropriate relative pronoun (who, which, where, when, whose, that etc.).	
Handwriting	
I can write legibly, fluently and with increasing speed.	
Composition	
I can select interesting strategies to move a story forward (e.g. characterisation, dialogue with the audience, dialogue and negotiation within contexts).	
I can plan my writing by noting down and developing initial ideas, drawing on reading and research when necessary.	
I can consistently organise my work into paragraphs in a range of text types.	
I can analyse text types before writing, understanding the features they use, and applying these to my own writing.	
I can build cohesion within a paragraph (for example then, after that, firstly).	
I can use presentational devices to guide the reader (e.g. headings, bullet points and underlining).	
I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly).	
I can proof read for spelling and punctuation errors.	
I can perform my own compositions using appropriate intonation, volume and movement so that the meaning is clear.	
I can develop characters and describe settings, feelings and emotions.	
I can draft and write by précising longer passages.	
I can use tense correctly in many pieces of writing.	
I can evaluate and edit by ensuring the correct subject and verb agreement when using singular and plural.	
I can use linguistic features like personification to make my writing more interesting.	
I can select appropriate vocabulary to enhance the meaning.	
I can add expanded noun phrases to make sentences more precise and detailed.	
I can recognise vocabulary and structures that are appropriate for formal writing.	

I can write for a range of purposes (myths, legends, stories, play-scripts, instructions, recounts, persuasive writing, letters, leaflets, articles, debates and poetry).	
I can evaluate and edit by assessing the effectiveness of my own and others writing.	

	Emerging	Emerging +	Developing	Developing+	Secure	Secure+
Score	4-7	8-11	12-17	18-24	25-28	29+