

Year 5 - Writing

Greater Depth	What it looks like
From learning to date the pupil can:	Across a range of pieces:
write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)	- describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. - choice of language and writing style mirrors that of a breadth of reading high quality literature
distinguish between the language of speech and writing and choose the appropriate register	- use dialogue to convey characters and advance the action - be able to switch between informality/ formality of dialogue between characters and the formality of addressing/ informing the reader
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	- identify the audience and sustain the formality of writing throughout - where the writing is informal (and not speech), continue to use sophisticated vocabulary within the text: do not confuse informal for unintellectual - consistently use a range of adjectives, appropriate adverbs and adverbials to link ideas across paragraphs to show cohesion. - use adverbs and modal verbs to suggest degrees of possibility: <i>perhaps, surely, might, should</i>
use the range of punctuation taught at so far correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, begin to use such punctuation precisely to enhance meaning and avoid ambiguity.*	- use organisational devices bullet points, colons and semi- colons in lists. - use of hyphens or commas to avoid ambiguity.
[There are no additional statements for spelling or handwriting]	

* Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.