

Working at the Expected Standard at the end of Year 5

Text outcomes	Evidence dates
<ul style="list-style-type: none"> write for a range of purposes and audiences, selecting structure and organisation of a text depending on audience and purpose 	
<ul style="list-style-type: none"> describe settings, character and atmosphere to consciously engage the reader 	
<ul style="list-style-type: none"> use dialogue to convey a character and advance the action 	
<ul style="list-style-type: none"> begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details 	
Sentence level skills	
<ul style="list-style-type: none"> use a range of linking words between sentences and paragraphs to build cohesion including time, place and number adverbials 	
<ul style="list-style-type: none"> use relative clauses beginning with a relative pronoun (eg. who, which, where) 	
<ul style="list-style-type: none"> use adverbs and modal verbs to indicate degrees of possibility (eg. surely, perhaps, could, might) 	
<ul style="list-style-type: none"> select and use organisational and presentational devices that are relevant to the text type (eg. bullet points, subheadings) 	
<ul style="list-style-type: none"> use commas to mark phrases and clauses, to clarify meaning or avoid ambiguity 	
<ul style="list-style-type: none"> use brackets, dashes or commas to begin to indicate parenthesis 	
Spelling	
<ul style="list-style-type: none"> spell some words from the Year 5/6 list 	
<ul style="list-style-type: none"> spell words with silent letters (knight, solemn) 	
<ul style="list-style-type: none"> spell many verb prefixes correctly (eg. deactivate, misconduct, reorganise) 	
<ul style="list-style-type: none"> convert nouns or adjectives into verbs using suffixes (eg. designate, classify, criticise) 	
<ul style="list-style-type: none"> spell many complex homophones correctly (eg. affect/effect, practise/practice) 	
Handwriting	
<ul style="list-style-type: none"> write legibly, fluently and with increasing speed 	