



YEAR 5 WRITING EXPECTATIONS

These end of year expectations show you what your child is expected to achieve at the end of their year.

Working towards expected standards means that your child is still working towards the expectations for the year group.

Working at the expected standard means that your child is confidently achieving the end of year expectations.

Working at greater depth means that your child is confidently achieving above the expectations for the year group.

Working towards expected standard for Year 5
In narratives, create settings, characters and plot
Use features of the chosen text type mostly accurately
Begin to create atmosphere by choosing adventurous vocabulary
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition mostly accurately
Can use paragraphs to organise information around a theme in most writing
Can use a range of conjunctions for subordination and coordination
To use the correct Standard English forms for verb inflections instead of local spoken forms most of the time (eg we were instead of we was)
Proof-reading for spelling and punctuation errors
Start to spell correctly some Year 5 and 6 Appendix 1 words
Uses legible joined handwriting in some work
Working at expected standard for Year 5
Can write for a range of purposes and audiences (including writing a whole short story)
Can confidently demonstrate the appropriate features of the given text type (including vocabulary)
Can create atmosphere by developing characters through the use of dialogue and other narrative devices e.g. description
Use cohesive devices (like pronouns, determiners, conjunctions and adverbs) within and between paragraphs
Can use a range of clause structures, sometimes varying position within a sentence
To use relative clauses beginning with who, which, where, when, whose, that, or
Can use modal verbs to indicate degrees of possibility
The majority of sentences are grammatically accurate, including the correct subject/verb agreement
Can use expanded noun phrases to convey complicated information
Can use brackets, dashes or commas to indicate parenthesis mostly correctly
Can use commas to clarify meaning (eg Let's eat Grandma/Lets eat, Grandma)
Full clauses are not usually joined with commas (comma splicing)
Punctuate speech accurately using the reporting clause to introduce speech or conclude it. (Evidence for both needed)
Paragraphing mostly used accurately
Beginning to use colons and semi-colons – though may be confusion between the two.
Some Year 5 and 6 common exception words and those from Appendix 1 are spelt correctly
Some evidence of editing to enhance effects and clarify meaning

Legible joined handwriting is used in most work
Greater depth at Year 5
Write for a range of purposes and audience, selecting language that shows good awareness of the reader
Integrate dialogue to convey character and advance the action.
To use relative clauses beginning with who, which, where, when, whose, that, or and omitting relative pronouns
Choose and use the appropriate level of formality for the text type, e.g. contractions writing direct speech/informal letters
Use the range of punctuation up to year 5 correctly and, when necessary, use:
Inverted commas
Commas
Punctuate parenthesis
Semi-colons (and/ but) and colons (because/so)
Dashes and brackets

WHAT IS GREATER DEPTH?

In addition to the term **end of year expectations**, the term **greater depth** is used to measure a pupil's level of understanding. Achievement is focussed on the **depth of understanding** of the areas taught and the ability to apply this understanding in a variety of contexts.

This means that pupils working at greater depth are expected to be able to:

- apply their learning to different contexts, including other areas of the curriculum.
- work independently after some initial input.
- apply their skills and knowledge consistently, confidently and fluently.
- organise their ideas to make connections with other areas of learning.
- use their ideas to help them work with new areas of learning.
- clearly explain what they have been doing and why they know they are correct to others.
- have a secure understanding of the audience and purpose for their writing.

GREATER DEPTH IS NOT:

- working on content from the next year group.
- practising the same concept with bigger numbers.
- reading a more challenging text.
- an extension activity at the end of a lesson.

HOW IS GREATER DEPTH TAUGHT AT MARSH GIBBON SCHOOL?

When ready, pupils are provided with the opportunity to work at greater depth through carefully planned lessons and activities. Teachers will provide pupils with the time and opportunity to explore the learning objectives taught and will allow pupils the independence to apply their learning at a deeper level. Pupils may access greater depth challenges at any point in the week and across a range of subjects, as the teacher assesses their knowledge and progress. Greater depth cannot be awarded overall until the teacher has seen sufficient evidence across the subject and not just in a specific area e.g. punctuation, spelling, calculation, scientific investigations etc.