

Writing Key Skills Year 5

Focus	Target
<b>Working towards expected</b>	Write for a range of purposes.
	Use paragraphs.
	In Narratives, describe settings and characters.
	Use capital letters, full stops, question marks, commas for lists and apostrophes mostly correctly.
	In Non-narrative writing, use simple devices to structure writing (headings, subheadings, bullet points).
	Control tense.
	Spell most words from the Y3/4 spelling list and some words from the Y5/6 spelling list. Write legibly.
<b>Working at expected</b>	In narratives, describe settings, characters and atmosphere
	Integrate dialogue in narratives to convey character and advance the action
	Use expanded noun phrases across writing to convey complicated information concisely
	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
	Use modal verbs to suggest degrees of possibility
	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
	Use the perfect form of verbs to mark relationships of time and cause
	Use formal language structures in speech and writing, including the subjunctive and question tags
	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
	Maintain legibility in joined handwriting when writing at speed
<b>Greater Depth</b>	Use figurative devices such as extended metaphors and colloquialisms.
	Use the passive voice deliberately
	Use the full range of punctuation taught at KS2 including semi-colons, colons or dashes to mark boundaries between independent clauses accurately
	Use a colon to introduce a list and semi-colons within a list
	Use hyphens to avoid ambiguity e.g. man-eating shark (a shark that eats a man) man eating shark (a man eating a shark)