# Year 5 Writing

| Key performance indicator | Performance standard |
|---|---|
| **Composition**<br>I can;<br><br>• identify the audience for, and purpose of, the writing.<br>• select the appropriate form and uses other similar writing as models for their own<br>• proof-read for spelling and punctuation errors<br>• ensure the consistent and correct use of tense throughout a piece of writing<br>• use further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)<br>• describe settings, characters and atmosphere<br>• develop characters through action and dialogue<br>• choose vocabulary to engage and impact on the reader<br>• use similes, metaphors or personification to create effects<br><br>**SPaG**<br>I can:<br><br>• convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)<br>• indicate degrees of possibility using adverbs (eg perhaps, surely) or modal use devices to build cohesion within a paragraph (eg then, after that, this, firstly)<br>• start sentences in different ways<br>• use commas to clarify meaning or avoid ambiguity. | By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose<br><br>A child can:<br><br>• structure and organise a range of texts effectively for different purposes;<br>• use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing;<br>• use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing;<br>• write effective descriptions;<br>• apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading; and<br>• select a handwriting style appropriate to the task.<br><br>A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters |