

## Year Five – Writing Age-Related Expectations

Writing AREs
Spell many words from the statutory list and Y5 exception words correctly
Spell many unknown words using phonic knowledge and knowledge of suffixes (Word list gives examples) and spell common homophones correctly
Identify the audience and purpose when writing, selecting the appropriate form and style, and using other similar writing as models for own.
Use a variety of simple and complex sentences in writing to have an effect on the reader
In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
Use varied vocabulary and begin to create figurative language devices to have an impact on meaning and create effect
Proof read for spelling and punctuation errors and propose changes to grammar and vocabulary to improve consistency; consistent tense throughout
Use the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
To search for, identify and classify a range of prepositions. Experiment with substituting different prepositions and their effect on meaning.
Use expanded noun phrases to convey complicated information concisely.
Use modal verbs and adverbs indicating degrees of possibility.
Use relative clauses beginning with: who, which, what, where, when, whose, that or with an implied relative pronoun
Use commas accurately to embed clauses in more complex sentences structures
Use brackets, dashes, commas to indicate parenthesis.
Consolidate all the rules for direct speech and understand the difference between direct and reported speech and securing the appropriate layout.
Write fluently and legibly with increasing speed