These are the expected standards for Year 5 pupils to have met by the END of the academic year.

My child is:	Achieving?
Able to plan their writing by:	
Identifying the audience for and purpose of the writing, selecting the appropriate	
Form and using other similar writing as models for their own	
Noting and developing initial ideas, drawing on reading and research where	
Able to draft and write by:	
Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	
Précising longer passages	
Using a wide range of devices to build cohesion within and across paragraphs	
Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	
Able to evaluate and edit by:	
Assessing the effectiveness of their own and others' writing	
Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
Ensuring the consistent and correct use of tense throughout a piece of writing	
Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	
Proof-read for spelling and punctuation errors	
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	

Year 5 Punctuation and Grammar checklist

My child is developing their skills in the following concepts:	Achieving?
Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	
Using passive verbs to affect the presentation of information in a sentence	
Using the perfect form of verbs to mark relationships of time and cause	
Using expanded noun phrases to convey complicated information concisely	
Using modal verbs or adverbs to indicate degrees of possibility	
Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	
Using commas to clarify meaning or avoid ambiguity in writing	
Using hyphens to avoid ambiguity	
Using brackets, dashes or commas to indicate parenthesis	
Using semi-colons, colons or dashes to mark boundaries between independent clauses	
Using a colon to introduce a list	
Punctuating bullet points consistently	