

Standard 5 (Year 5)

Working at the expected standard		Notes
<ul style="list-style-type: none"> communicates clearly 		
<ul style="list-style-type: none"> consciously crafts her writing 		
<ul style="list-style-type: none"> sustains structure 		
<ul style="list-style-type: none"> shows imagination and originality 		
<ul style="list-style-type: none"> engages and interests the reader 		
<ul style="list-style-type: none"> shows writer's enthusiasm 		
<ul style="list-style-type: none"> makes improvements to her writing based on agreed criteria 		
<ul style="list-style-type: none"> identifies the audience for and the purpose of her writing, selecting the appropriate form and using other similar writing as models for their own 		
<ul style="list-style-type: none"> in narratives, she describes settings, characters, plot and atmosphere 		
<ul style="list-style-type: none"> uses paragraphs appropriately as she develops and expands ideas around a theme 		
<ul style="list-style-type: none"> uses a range of devices to build cohesion within and across paragraphs 		Adverbs/adverbials (e.g. <i>in addition; many moons ago</i>), conjunctions, pronouns and subject variation (e.g. <i>this majestic mammal</i>), vocabulary choices and punctuation can all support textual cohesion.
<ul style="list-style-type: none"> is beginning to use the passive voice to affect presentation of information 		
<ul style="list-style-type: none"> uses adverbs/adverbials, nouns and noun phrases (in some cases, modified by prepositional phrases) to convey complicated information 		e.g. <i>Exhausted, the Roman soldier collapsed at this post; As the first stars blinked in the night sky, the dragon emerged from his cave; Grinning menacingly, he slipped the treasure into his rucksack; the lesser-known Bristol dragon; an overgrown garden, with litter scattered everywhere; the old lady, who lived next door; a grotesque creature with an enormous, furry body and a tiny head;</i>
<ul style="list-style-type: none"> extends the range of sentences she writes by using a wider range of conjunctions 		Coordination: or / and / but / so Subordination: when / if / that / because / as / while / despite
<ul style="list-style-type: none"> indicates degrees of possibility using adverbs or modal verbs 		e.g. <i>perhaps, definitely, possibly, must, should, could</i>
<ul style="list-style-type: none"> uses relative clauses using a range of pronouns, or with an implied relative pronoun, to add detail and description 		Relative pronouns: which / who / where / that
<ul style="list-style-type: none"> uses mostly accurately 	<ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks 	
	<ul style="list-style-type: none"> commas within lists and for fronted adverbials* 	
	<ul style="list-style-type: none"> apostrophes for contraction and possession 	
	<ul style="list-style-type: none"> inverted commas and other speech punctuation to indicate direct speech 	e.g. <i>a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</i>
<ul style="list-style-type: none"> make some correct use of 	<ul style="list-style-type: none"> commas, brackets and dashes to indicate parenthesis 	e.g. <i>The old lady (who lived next door) was often visited by a wolf.</i>
<ul style="list-style-type: none"> accurately applies some of the spelling rules and patterns listed for Year 5 and 6 in the National Curriculum document 		
<ul style="list-style-type: none"> spells most homophones, and other words that are often confused, accurately, and some words with silent letters 		
<ul style="list-style-type: none"> often maintains legible, fluent handwriting when writing at increased speed 		

*Use commas after fronted adverbials unless the fronted adverbial is followed by a verb, e.g. In the darkness stood...

Working at greater depth within the expected standard

- applying structures and techniques from a wide range of reading to enhance their own writing
- demonstrating greater control, stamina and fluency
- finding their writer's voice