

## Standard 5 (Year 5)

| Working at the expected standard   |  | Notes   |
|--|--|---|
| • communicates clearly   |  |   |
| • consciously crafts her writing   |  |   |
| • sustains structure   |  |   |
| • shows imagination and originality  |  |   |
| • engages and interests the reader   |  |   |
| • shows writer's enthusiasm  |  |   |
| • makes improvements to her writing based on agreed criteria   |  |   |
| • identifies the audience for and the purpose of her writing, selecting the appropriate form and using other similar writing as models for their own |  |   |
| • in narratives, she describes settings, characters, plot and atmosphere   |  |   |
| • uses paragraphs appropriately as she develops and expands ideas around a theme   |  |   |
| • 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.   |
| • is beginning to use the passive voice to affect presentation of information  |  |   |
| • 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> |
| • extends the range of sentences she writes by using a wider range of conjunctions   |  | Coordination: <b>or / and / but / so</b><br>Subordination: <b>when / if / that / because / as / while / despite</b>   |
| • indicates degrees of possibility using adverbs or modal verbs  |  | e.g. <i>perhaps, definitely, possibly, must, should, could</i>  |
| • uses relative clauses using a range of pronouns, or with an implied relative pronoun, to add detail and description                                |  | Relative pronouns: <b>which / who / where / that</b>  |
| • uses mostly accurately   | capital letters, full stops, question marks and exclamation marks      |   |
|  | commas within lists and for fronted adverbials*                        |   |
|  | apostrophes for contraction and possession                             |   |
|  | 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>  |
| • make some correct use of   | commas, brackets and dashes to indicate parenthesis                    | e.g. <i>The old lady (who lived next door) was often visited by a wolf.</i>   |
| • accurately applies some of the spelling rules and patterns listed for Year 5 and 6 in the National Curriculum document                             |  |   |
| • spells most homophones, and other words that are often confused, accurately, and some words with silent letters                                    |  |   |
| • 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