

Paragraphing used to group around a theme	Tense is accurate
Fronted adverbials have commas	Syntax is accurate
Speech with reporting clause before or after is accurately punctuated.	Letters are correctly formed and sized.

Year 5 – Writing

Working towards expected standard for Year 5
In narratives, create settings, characters and plot
Use features of the chosen text type mostly accurately
Begin to create atmosphere by choosing adventurous vocabulary
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition mostly accurately
Can use paragraphs to organise information around a theme in most writing
Can use a range of conjunctions for subordination and coordination
To use the correct Standard English forms for verb inflections instead of local spoken forms most of the time (<i>eg we were instead of we was</i>)
Proof-reading for spelling and punctuation errors
Start to spell correctly some Year 5 and 6 Appendix 1 words
Uses legible joined handwriting in some work
Working at expected standard for Year 5
Can write for a range of purposes and audiences (including writing a whole short story)
Can confidently demonstrate the appropriate features of the given text type (including vocabulary)
Can create atmosphere by developing characters through the use of dialogue and other narrative devices e.g. description
Use cohesive devices (like pronouns, determiners, conjunctions and adverbs) within and between paragraphs
Can use a range of clause structures, sometimes varying position within a sentence
To use relative clauses beginning with <i>who, which, where, when, whose, that, or</i>
Can use modal verbs to indicate degrees of possibility
The majority of sentences are grammatically accurate, including the correct subject/verb agreement
Can use expanded noun phrases to convey complicated information
Can use brackets, dashes or commas to indicate parenthesis mostly correctly
Can use commas to clarify meaning (<i>eg Let's eat Grandma/Lets eat, Grandma</i>)
Full clauses are not usually joined with commas (comma splicing)
Punctuate speech accurate using the reporting clause to introduce speech or conclude it. (Evidence for both needed)
Paragraphing mostly used accurately
Beginning to use colons and semi-colons – though may be confusion between the two.
Some Year 5 and 6 common exception words and those from Appendix 1 are spelt correctly
Some evidence of editing to enhance effects and clarify meaning
Legible joined handwriting is used in most work
Greater depth at Year 5
Write for a range of purposes and audience, selecting language that shows good awareness of the reader
Integrate dialogue to convey character and advance the action.
To use relative clauses beginning with <i>who, which, where, when, whose, that, or</i> and omitting relative pronouns
Choose and use the appropriate level of formality for the text type, e.g. <i>contractions writing direct speech/informal letters</i>
Use the range of punctuation up to year 5 correctly and, when necessary, use:
<i>Inverted commas</i>
<i>Commas</i>
<i>Punctuate parenthesis</i>
<i>Semi-colons (and/ but) and colons (because/so)</i>
<i>Dashes and brackets</i>