

## Year 5

### Working towards the expected standard (Y5)

The pupil can write for a range of purposes

Tense	<ul style="list-style-type: none"> <li>• Mostly consistent use of standard English forms for verb inflections</li> <li>• Some use of modal verbs</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>• Use a variety of sentence structures to enhance the effectiveness of writing</li> <li>• Use expanded noun phrases, adverbs, determiners and preposition phrases to convey complicated information precisely</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>• Use of expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</li> <li>• Some use of relative clauses</li> <li>• Some use of adverbs for possibility</li> </ul>
Cohesive devices	<ul style="list-style-type: none"> <li>• Some use of devices to build cohesion within and across paragraphs (fronted adverbials, nouns/pronouns and determiners)</li> </ul>
Text structure and organisation	<ul style="list-style-type: none"> <li>• Use paragraphs to organise information and ideas around a theme</li> <li>• Use paragraphs to organise and sequence more extended narrative</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list, apostrophes for contracted forms and possession</li> <li>• Use of Y4 punctuation: commas after fronted adverbials, inverted commas and other punctuation to indicate direct speech and some accurate use of possessive apostrophes for plural nouns</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>• Full range of spelling rules in Appendix 1 for Y3/4 are mostly accurate and some accurate spelling of words from the Y3/4 word list</li> <li>• Some accurate use of a/an</li> </ul>
Edit and Evaluate	<ul style="list-style-type: none"> <li>• Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation</li> </ul>
Proof-read	<ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> </ul>

### Working at the expected standard (Y5)

The pupil can write for a range of purposes and audiences, demonstrating selection of content and use of the appropriate form

Tense	<ul style="list-style-type: none"> <li>Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect form of verbs)</li> <li>Use Standard English forms for verb inflections instead of local forms (e.g. <i>we were</i> instead of <i>we was</i>)</li> <li>Use modal verbs to indicate degrees of possibility</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>Adapt sentence length and vocabulary to change and enhance meaning</li> <li>Use relative clauses and parenthesis appropriately e.g. bracketed information in non-narrative, commas around relative clauses when adding detail in narrative</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>Use expanded noun phrases, adverbs, determiners and preposition phrases to convey complicated information concisely</li> <li>Use relative clauses to add detail or description (who, which, where, when, whose, that or an omitted relative pronoun)</li> <li>Use adverbs to indicate degrees of possibility</li> </ul>
Cohesive devices	<ul style="list-style-type: none"> <li>Use a wide range of devices to build cohesion within a paragraph: adverbs and adverbials (then, after that, this, firstly), tense choices, and a variety of nouns, pronouns and determiners to avoid repetition</li> <li>Link across paragraphs using adverbs and adverbial phrases (time, place and number); a variety of nouns, synonyms, pronouns and determiners; and tense choices (He had seen her before)</li> </ul>
Text structure and organisation	<ul style="list-style-type: none"> <li>Use paragraphs to organise more complex information and themes</li> <li>In narrative, use paragraphs to organise and sequence more extended narrative structures (organise settings, characters, events and atmosphere)</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Mostly accurate use of punctuation at year 4 standard: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and speech punctuation, apostrophes for contraction and apostrophes for singular possession</li> <li>Some accurate use of Y5 punctuation: brackets, dashes and commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>Application of full range of spelling rules and patterns in Appendix 1 for years 3/4 and mostly accurate spelling of words from the year 3/4 word list</li> <li>Some accurate spelling of words from the year 5/6 word list and rules/patterns from Appendix list 1</li> </ul>
Edit and Evaluate	<ul style="list-style-type: none"> <li>Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement</li> </ul>
Proof-read	<ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors</li> </ul>

### Working at greater depth (Y5)

The pupil can write with greater awareness of the audience through a variety of techniques to engage and entertain. They are able to select the appropriate form, grammar and vocabulary to suit the purpose.

Tense	<ul style="list-style-type: none"> <li>• Effective use of a variety of verb forms (simple, progressive and present perfect) and modal verbs</li> <li>• Use Standard English forms accurately</li> </ul>
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> <li>• Sentence types are manipulated to engage the reader</li> <li>• Confident use of parenthesis to suit the purpose of the writing choosing appropriate punctuation (brackets, commas or dashes)</li> </ul>
Level of detail	<ul style="list-style-type: none"> <li>• Effective use of expanded noun phrases conveying complicated information with greater precision</li> <li>• Make apt vocabulary choices fit for the purpose of the writing</li> </ul>
Cohesive devices	<ul style="list-style-type: none"> <li>• Confident use of a wide range of devices to build cohesion within and across paragraphs (e.g. adverbs; adverbial phrases; a variety of nouns, pronouns and determiners to avoid repetition; and tense choices)</li> </ul>
Text structure and organisation	<ul style="list-style-type: none"> <li>• Paragraphs are used with greater control to organise more complex narratives and non-narrative material</li> <li>• Use of appropriate organisational and presentational devices to structure texts and guide the reader</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• Accurate use of the full range of punctuation taught so far: Year 3 or below standard punctuation, commas after fronted adverbials, inverted commas and other punctuation to indicate direct speech, accurate use of possessive apostrophes for plural nouns, brackets, dashes and commas, commas to clarify meaning and avoid ambiguity</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>• Spell correctly rules and patterns, as listed in Appendix 1 for years 3 /4 and many rules and patterns from appendix 1 for years 5 /6 are accurately applied</li> <li>• Spell correctly many words from the year 5/6 word list (Appendix 1)</li> <li>• Handwriting is legible and fluent when writing at speed</li> </ul>
Edit and Evaluate	<ul style="list-style-type: none"> <li>• Evaluate, edit and proof-read writing independently showing a greater awareness of audience</li> </ul>
Proof-read	