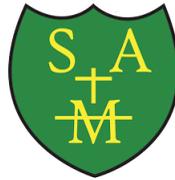


Writing at St Augustine's Catholic Primary School



Year 5 and Year 6 End Points

Year 5 Core	Year 6 Core	Expected Standard TAF Statements
<p>1a. Spell correctly most words from Year 3 4 word list learning to spell some words specifically. Develop ability to spell words from Y5/6 words list and demonstrate them into a range of writing.</p>	<p>1a. Spell correctly most words from Year 5 and 6 word list understanding that some words need to be learnt specifically. Demonstrate correct spelling across a range of writing.</p>	<p>1. Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>
<p>1b. Use a dictionary to check spelling and meaning.</p>		
<p>2. Write a narrative with a clear structure, setting, characters and plot.</p>	<p><i>2 and 3. In narratives, integrate description of settings, characters and atmosphere and dialogue to convey character and advance the action.</i></p>	<p>2. In narratives, describe settings, characters and atmosphere</p>
<p>3. In narratives, integrate description, action and dialogue to convey character and plot.</p>		<p>3. Integrate dialogue in narratives to convey character and advance the action</p>
<p>4. Use modal verbs or adverbs to indicate degrees of possibility.</p>	<p>4a. Use active and passive verbs to affect the presentation of information in a sentence.</p>	<p>4. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p>
	<p>4b. Use expanded noun phrases to convey complicated information concisely.</p>	
<p>5a. Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs: then, after that, this, firstly.</p>	<p><i>5. Use a wide range of devices to build cohesion within and across paragraphs.</i></p>	<p>5. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p>
<p>5b. Use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs: adverbials of time (<i>later</i>), place (<i>nearby</i>) and number (<i>secondly</i>) or tense choices (he <i>had</i> seen her before).</p>		
<p>6a. Ensure the consistent and correct use of tense throughout a piece of writing.</p>		<p>6. Use verb tenses consistently and correctly throughout their writing</p>
<p>6b. Ensure correct subject and verb agreement when using singular and plural.</p>	<p><i>6b. Distinguish between the correct subject and verb agreement when using singular and plural.</i></p>	
<p>7a. CL and FS including proper nouns Exclamation marks Question marks commas in a list</p>	<p>7. All punctuation from Y5 plus: -Hyphens to avoid ambiguity.</p>	

7b. Use commas after reporting clause/fronted adverbials/to clarify meaning - apostrophes for contractions and possession - brackets, dashes or commas to indicate parenthesis.	-colon to introduce a list -Begin to use of semi-colons and dashes to mark boundaries between main clauses.	7. Use the range of punctuation taught at key stage 2 mostly correctly
8a. Correctly use inverted commas to punctuate direct speech in a range of genres.	8. Demonstrate accurate punctuation of direct speech , including a comma after the reporting clause , question mark, ellipsis etc across a range of genres.	8. Use inverted commas and other punctuation to indicate direct speech
8b. Develop ability to punctuate direct speech with additional punctuation across a range of genres.		
9. Write legibly and fluently and with increasing speed.	9. Sustain neat, legible and joined handwriting across all written work.	9. Maintain legibility in joined handwriting when writing at speed.

Greater Depth Standard Y5	Greater Depth Standard Y6	Greater Depth TAF Statements
1. Select the appropriate form and register for the audience and purpose of the writing.	<i>1. Use the appropriate grammar and vocabulary for the audience and purpose with the understanding that choices can change and enhance meaning to impact on the reader.</i>	write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
2. Distinguish between the formal and informal spoken and written language	2. Demonstrate understanding and use of formal and informal written language where appropriate.	distinguish between the language of speech and writing and choose the appropriate register exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
		use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Supplementary Statements	
1. Understand the general rules for adding prefixes and suffixes .	1. Spell correctly a range of prefixes and suffixes across writing .
2. Distinguish between homophones and other words which are often confused.	2. Accurately use and spell tricky homophones in writing . Eg: were, where, their, there
3. Learn how to use a thesaurus and introduce synonyms into their writing.	3. Choose a relevant and appropriate synonym to enhance writing.
4. Write a non-narrative using simple organisational devices such as headings and sub-headings.	4. Use organisational and presentational devices to structure text and to guide the reader. For example - headings, bullet points, underlining.
5. Begin to assess the effectiveness of writing by: - editing to improve vocabulary, grammar and punctuation - redrafting to improve the overall effect and clarify meaning.	5. Demonstrate editing and redrafting across a range of written work .