



End of Year 5 – Working towards the expected standard							
Name:							
The pupil can...							
write cohesively for a range of purposes							
use paragraphs to organise ideas							
in narratives, describe settings and characters							
in non-narrative writing, use organisational and presentational devices to structure text and guide the reader (e.g. headings, sub-headings, bullet points etc.)							
use punctuation mostly correctly	capital letters						
	full stops						
	question marks						
	commas for lists						
	apostrophes for contraction						
	apostrophes for singular + plural possession						
use a range of coordinating and subordinating conjunctions to create cohesion (and, or, but, when, if, because etc.)							
spell most year 3/4 words correctly							
write legibly (no specific requirement for a pupil's handwriting to be joined.)							
End of Year 5– Working at the expected standard							
The pupil can...							
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)							
in narratives, describe settings, characters and atmosphere							
use direct speech in narratives to convey character, punctuating accurately with inverted commas, and other punctuation necessary							
use expanded noun phrases to convey complicated information precisely <i>e.g the teacher expands to the strict maths teacher with curly hair</i>							
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)							
use a range of devices to build cohesion within and across paragraphs	wider range of conjunctions						
	adverbials of time, place						
	pronouns						
	synonyms						
use the range of punctuation taught at key stage 2 mostly correctly	commas to avoid ambiguity						
	apostrophes plural possession						
	brackets, dashes and commas for parenthesis						
use verb tenses mostly consistently and correctly throughout their writing							
spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary							
handwriting is legible and fluent. Children choose to join words where appropriate							
End of Year 5– Working at greater depth within the expected standard							
The pupil can...							
write effectively for a range of purposes and audiences, creating atmosphere and integrating dialogue to advance the action							
select from wider verb forms (modal, progressive, perfect and passive) to create the correct tone for different genres of writing							
use a wide range of sentence types for purpose, having a clear understanding of effect on the reader							