

Year 5 – Working towards expected standard

| Name: | | | | | | | | Achieved? |
|---|--|--|--|--|--|--|--|-----------|
| I can write for a range of purposes, audiences and genres including a short story | | | | | | | | |
| • Using mostly correctly | Capital letters | | | | | | | |
| | Full stops | | | | | | | |
| | Question marks | | | | | | | |
| | Exclamation marks | | | | | | | |
| | Commas for lists and clarity | | | | | | | |
| | Apostrophes for contraction and possession | | | | | | | |
| • Using paragraphs to organise ideas | | | | | | | | |
| • Using a range of co-ordinating and subordinating conjunctions | | | | | | | | |
| • Describing settings and characters for effect | | | | | | | | |
| • Spelling most words correctly (Year 3 and 4) | | | | | | | | |
| • Using present, past, future and perfect tense correctly and consistently, including irregular verbs | | | | | | | | |
| • Use legible, joined handwriting | | | | | | | | |

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|---|--|--|--|--|--|--|--|-----------|
| I can write for a range of purposes, audiences and genres including a short story | | | | | | | | |
| <ul style="list-style-type: none"> Using the range of punctuation in working towards mostly correctly and making some correct use of: | Semi-colons | | | | | | | |
| | Dashes | | | | | | | |
| | Commas to mark parenthesis | | | | | | | |
| | Brackets | | | | | | | |
| <ul style="list-style-type: none"> Write fiction that creates atmosphere and characterisation | | | | | | | | |
| <ul style="list-style-type: none"> In fiction: write a narrative that includes an ending that engages the reader In non-fiction: maintain a level of formality across a whole text | | | | | | | | |
| <ul style="list-style-type: none"> To use a range of cohesive devices within and across paragraphs and sentences to make the piece flow | | | | | | | | |
| <ul style="list-style-type: none"> Choose a wide range of ambitious vocabulary; verbs, nouns, adverbs etc for effect | | | | | | | | |
| <ul style="list-style-type: none"> Using a wide range of clauses | Drop in –ed including where clauses have different tenses | | | | | | | |
| | Drop in –ing including where clauses have different tenses | | | | | | | |
| | Complex sentences with more than one subordinate clause | | | | | | | |
| | Relative clauses | | | | | | | |
| <ul style="list-style-type: none"> Use modal verb forms (past and present) | | | | | | | | |
| <ul style="list-style-type: none"> Beginning to use metaphors, personification and onomatopoeia to add detail | | | | | | | | |
| <ul style="list-style-type: none"> Use expanded noun phrases with pre and post modifiers and ambitious qualifiers | | | | | | | | |
| <ul style="list-style-type: none"> To use stage directions in speech (speech+verb+action) e.g "Stop!" he shouted, picking up the stick and running after the thief. Some use of indirect speech | | | | | | | | |
| <ul style="list-style-type: none"> Spelling some words correctly (Year 5 and 6 most Year 3 and 4 words list) | | | | | | | | |
| <ul style="list-style-type: none"> Spell most Year 3 and 4 words correctly | | | | | | | | |
| <ul style="list-style-type: none"> Spelling most homophones correctly | | | | | | | | |

Year 5 – **Working at greater depth within the** expected standard

| Name: | | | | | | | | Achieved? |
|--|---|--|--|--|--|--|--|-----------|
| I can write for a range of purposes, audiences and genres including a short story | | | | | | | | |
| • To use passive verb forms | | | | | | | | |
| • Use a range of verb forms for effect including simple, perfect and progressive. | | | | | | | | |
| • Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision | | | | | | | | |
| • Make some correct use of | Hyphens | | | | | | | |
| | Colons and semicolons to separate clauses | | | | | | | |
| Spelling most words correctly (from year 3 to 6 list) | | | | | | | | |
| Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters | | | | | | | | |