



Writing Standard -Year 5 Expectation

Name:

Skill		A1	A2	S1	S2	S1	S2
1	I can produce well-structured and organised writing use of range of conventions in layout. (E.g. captions, headings, bullets, fonts, chapters, letter formats, logically sequenced events, contextual and background information etc.).						
2	*I can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).						
3	I can select the correct genre for audience and purpose, and use it accurately.						
4	I can select from a wide range of known imaginative and ambitious vocabulary (should be words that are not usually used by a child of that age) and use precisely (all spelling including of complex words, is almost always correct).						
5	*I can use paragraphs consistently and appropriately.						
6	*I can group things appropriately before or after a main verb, (e.g. the books, the pens and the pencils were already on the table).						
7	*I can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.						
8	I can use different techniques to conclude work (e.g. opinion, summary, justification, comment).						
9	*I can use compound and complex sentence structures appropriately, using appropriate coordinating and subordinating conjunctions.						
10	*I can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions mostly correctly. (To include 3 or more as appropriate to the text).						
11	I can use different verb forms mostly accurately.						
12	*I can write neatly, legibly and accurately in a flowing, joined style.						
13	*I can adapt handwriting for a range of tasks and purposes, including for effect, e.g. can use italics or bold to show emphasis.						
14	*I can spell all of the Y3/4 words in the NC Appendix 1.						
15	*I can spell accurately some of the Y5/6 words in the N.C. Appendix 1 and apply age appropriate spelling rules and conventions.						
16	*I can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child).						
17	*I can use some cohesive device within and across sentences and paragraphs.						
18	*I can vary sentence length and word order confidently to sustain interest, (e.g. 'having achieved your goals at such an early age, what motivates you to continue? Why fight on?').						
19	I can confidently use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, and bibliography).						
20	I can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, and simile).						
21	I can interweave implicit and explicit links between sections, e.g. making links between introductions and conclusions to tie the whole piece together coherently; maintaining pronoun choices; referring to a point mentioned previously. In narratives – building in twists in plots; flashbacks.						
22	I can show a confident and established 'voice'. For example, in non-fiction, being knowledgeable and speaking with authority about the subject; in narrative, maintaining the story teller's voice.						
23	I can assess the effectiveness of my own and other writing and proof read my work for spelling, punctuation and grammatical errors.						
Total number of strands met							

Assessment Key

0 - 7	8 - 11	12 - 14	15 - 21	22 - 23
Previous standard	Emerging	Developing	Secure	Secure +

Summative Assessment

Autumn 1 TA	Autumn 2 TA	Spring 1 TA	Spring 2 TA	Summer 1 TA	Summer 2TA