

Working Towards the Expected Standard: Pupil(s) are beginning to meet the following aims with support:				
★	To write a range of narratives and non-fiction pieces using an appropriate structure for both purpose and audience.			
	To describe settings, characters and atmosphere with increasing awareness of the reader.			
	To begin to use dialogue to convey a character and advance the action.			
	To use organisational and presentational devices that are relevant to the text type: headings, bullet points, underlining, etc			
	To create paragraphs that are usually suitably linked (some transitions may be awkward).			
	To use the full range of punctuation from previous year groups mostly correctly.	full stops, capital letters, question and exclamation marks		
		commas within lists		
		apostrophes to show possession and to form contractions		
		commas for fronted adverbials		
		commas for clauses		
		Inverted commas		
	To begin to use commas to clarify meaning or to avoid ambiguity.			
	To use brackets, dashes or commas to begin to indicate parenthesis-may not be consistent/accurate.			
	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly, appropriate connectives, pronouns, tense choice			
	To begin to experiment with relative clauses with support and modelling.			
	To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.			
	To spell some words correctly from the Y5/6 statutory spelling list.			
	To write legibly, fluently and with increasing speed.			
	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.			
Working At the Expected Standard: Pupil(s) are beginning to independently apply their knowledge:				
★ ★	To write for a range of purposes and audiences, selecting an appropriate and consistent structure and organisation including formal and informal styles.			
	To develop writing with ideas that are usually sustained, well-paced and logical.			
	To describe settings, characters and atmosphere to consciously engage the reader interweaving different narrative techniques e.g. action, dialogue, tension and use literary features to create effect e.g. alliteration, onomatopoeia, metaphor, simile, personification.			
	To use dialogue to convey a character and advance the action with increasing confidence.			
	To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining.			
	To create paragraphs of varying length to achieve pace, emphasis and structure plot that are usually suitably linked.			
	To use the full range of punctuation including:	full stops, capital letters, question and exclamation marks		
		commas within lists		
		apostrophes to show possession and to form contractions		
		commas for fronted adverbials		
		commas for clauses		
		commas for clarity/avoid ambiguity		
		brackets, dashes and commas for parenthesis		
		begin to use colons and semi colons in lists.		
	To begin to use punctuation to create effect e.g. exclamation mark, dash, question mark and ellipsis.			
	To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly and tense choices [for example, he had seen her before].			
	To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that, and omitted relative pronouns),			
	To vary sentence length, structure, openers and word order to create specific effects.			
	To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.			
	To spell many words correctly from the Y5/6 statutory spelling list.			
	To write legibly, fluently and with increasing speed.			
	To proofread their work and assess the effectiveness of their own and others' writing making necessary corrections and improvements.			
Working at Greater Depth within the Expected Standard: Pupil(s) are confidently and independently able to apply their knowledge:				
★ ★ ★	To produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout.			
	To establish consistent voice that takes into consideration audience and purpose.			
	To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace including literary features to create effect e.g. alliteration, onomatopoeia, dialect, metaphor, simile, personification.			
	To regularly use dialogue to convey a character and advance the action.			
	To consistently link ideas across paragraphs.			
	To use commas consistently to clarify meaning or to avoid ambiguity.			
	To begin to use colons and semi colons to mark independent clauses.			
	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly and tense choices [for example, he had seen her before].			
	To use a range of complex sentence structures to convey complicated information clearly e.g. relative, subordinate, embedded clauses			
	To confidently vary sentence length, structure, openers and word order to create specific effects.			
	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.			
	To begin to use the passive voice in formal contexts.			
	To spell most words correctly from the Y5/6 statutory spelling list.			

Year 5 writing checklist

	To write legibly, fluently and with increasing speed.			
	To proofread their work and assess the effectiveness of their own and others' writing making necessary corrections and improvements.			