

Writing Criterion for Year 5

Working Towards

THE PUPIL CAN:	
Begin to write for a range of purposes and audiences	Choose and maintain the right features of a genre
	Beginning to demonstrate an awareness of the reader
	Select appropriate grammar and vocabulary to match the purpose and audience of their writing (including some evidence of formal writing)
In narratives describe settings, characters and atmosphere:	Describe settings and character using expanded noun phrases with prepositional phrases
	Begin to use show-not-tell sentences
	Use a range of sentence lengths
In narratives, integrate dialogue that:	Uses different verbs and adverb verb combinations for sais
Begin to use a wider range of cohesive devices within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)	
<i>Some</i> evidence of selecting vocabulary and grammatical structures that reflect what the writing requires.	Some attempts to use ambitious vocabulary appropriately
	Use different ways of starting a sentence for effect
	Some evidence of relative clauses
Use verb tenses mostly correctly	Some evidence of modal verbs
Year 1-5 Punctuation used <i>mainly</i> correctly.	Capital letters and full stops
	Question marks and exclamation marks
	Commas for List
	Apostrophes for contraction
	Apostrophes for singular and plural possession
Year 1-5 Punctuation used <i>sometimes</i> correctly.	Inverted commas/Speech marks
	Commas to clarify meaning or to avoid ambiguity
	Punctuation for parenthesis
Spelling <i>most</i> year Y3/4 words correctly and most common exception words correctly.	
Spelling <i>some</i> year Y5/6 words correctly and most common exception words correctly.	
Legible handwriting that forms letters in the correct size in relationship to each other.	
Using the diagonal and horizontal strokes needed to join some letters (evidence of legible joins)	

Writing Criterion for Year 5

Working at the Expected Standard

THE PUPIL CAN:	
Write for a range of purposes and audiences by:	Confidently selecting structure, language and organisation of a text depending on audience and purpose
	Chose level of formality for a piece of writing and sustain it across the majority of the work
	Evidence of extended writing (one page of A4 or more)
In narratives, describe settings, characters and atmosphere to consciously engage the reader	Single and multi-clause sentence lengths for effect (Longer for build-up, shorter for action)
	Expanded noun phrases with pre and post-modifiers and prepositional phrases
	Use show not tell sentences to create mood
	Figurative Language (similes/metaphors/personification)
In narratives, integrate dialogue that:	Begins to convey character
Use a range of cohesive, organisation and presentational devices within and across sentences and paragraphs that are relevant to text type:	Pronouns
	Conjunctions
	lexical cohesion
	Paragraphs to organise ideas and suitably linked
	Non-fiction: Heading/subheading/bullet points/columns
Select vocabulary and grammatical structures that reflect the formality of the writing	Adverbials to show time, place, manner and reason (including fronted)
	Ambitious appropriate vocabulary and technical/subject specific vocabulary to reflect the formality
	Range of different sentence openers e.g. -ing starter, fronted adverbial, Subordinate conjunction
	Formal Adverbials in appropriate genre/audience (e.g. Moreover)
Use verb tenses mostly consistently and correctly throughout the writing (including some evidence of perfect tense and subject verb agreement)	Use relative clauses beginning with a relative pronoun
Year 1-5 Punctuation used mainly correctly	Use adverbs and modal verbs to indicate degrees of possibility
	Inverted commas/Speech marks
	Commas for clarity (Clauses, fronted adverbials, Speech) and to avoid ambiguity with increasing accuracy
	Apostrophes for singular possession and some use of apostrophes for plural possession
	Use brackets, dashes or commas to begin to indicate parenthesis
Beginning to use : and ;	
Spell correctly <i>most</i> words from the year Y3/4 word list	
Spell correctly <i>some</i> words from the year Y5/6 word list	
Evidence of legible joined up handwriting	
Improve writing by making additions and revisions to vocabulary, grammar and punctuation.	

Writing Criterion for Year 5

Working at Greater Depth

THE PUPIL CAN:	
Begin to write effectively for a range of purposes and audience by	Maintaining features of the genre throughout the piece
	Selecting the appropriate verb form (including progressive, perfect and modal)
	Make vocabulary and grammatical choices for effect
	Drawing independently on what they have read as models for their own writing (e.g. literary language, structures, characterisation)
Control and sustain level of formality e.g. vocabulary choice, use of contractions, use of multi-clausal sentences etc.	
Distinguish between the language of speech and writing and choose the appropriate register e.g. in writing dialogue for characters	
Use the range of punctuation taught Y1-5 <i>mostly</i> correctly (e.g. punctuation for parenthesis)	