

Working towards the Y5 expected standard... (B/B+)			Evidence over 6 pieces of writing						
	Evidence:		Date:						
			Text type:						
Spelling	Spell 75% of the words from the Y 3 and 4 word list correctly								
	Use some prefixes and suffixes and understand the guidance for adding them taught in Y3 and Y4.								
	Can apply spelling rules taught across Y3 and Y4 to writing.								
	Distinguish between some homophones and other words which are often confused								
H/W	Use diagonal and horizontal strokes needed to join letters in most of their writing.								
Punctuation	Use consistently and correctly (Y3 expectation)	Capital letters – for a range of situations.							
		Full stops							
		Question Marks							
		Exclamation marks							
	Use mostly correctly (Y4 expectation)	Commas for lists							
		Inverted commas to punctuate speech and other punctuation to indicate direct speech.							
		Apostrophes to mark plural possession							
	Commas after fronted adverbials								
Composition and Grammar	Use paragraphs to organise ideas and create cohesion (related points or by time sequence or theme)								
	Describe settings, characters and plot.								
	Selecting relevant content to purpose and audience based on examples.								
	Use fronted adverbials to add detail and precision to writing								
	Create clarity and cohesion <i>within and across sentences</i> through appropriate pronoun and noun choices.								
	Use noun phrases expanded by modifying adjectives, nouns and prepositional phrases to convey information concisely.								
	Know term determiner and different types and role within a noun phrase								
	Use standard English forms for verb inflections, e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> .								
	Use consistent verb tense throughout a piece of writing.								
Edit	Include relevant content and ideas to meet purpose of writing.								
	Can check spellings using a dictionary independently								
	Propose changes to writing to improve consistency, content, vocabulary and grammar.								

Year 5 - Bottom Line Expectations	
I have used joined up handwriting and presented my work neatly.	
I have punctuated my sentences correctly (capital letters, full stops, exclamation marks, question marks, commas and apostrophes).	
I have re-read my work to check for sense, spelling, punctuation, grammar and effectiveness.	
I have used pronouns effectively to link ideas.	
I have used Standard English (e.g. <i>we were</i> not <i>we was</i>)	

Working at the Y5 expected standard... (W/W+/S)			Evidence over 6 pieces of writing					
	Evidence:	Date:						
		Text type:						
Spelling	Spell 50% of the words from the Y5 and 6 word list correctly							
	Distinguish between common homophones and other words that are often confused e.g. which/witch							
	spell some words with 'silent' letters [for example, knight, psalm, solemn]							
	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]							
	Use verb prefixes e.g. dis-, de-, mis-, over- and re-							
H/W	Write legibly, fluently and with efficient speed in the cursive style							
Punctuation	Use consistently and correctly	Commas after fronted adverbials						
		Commas to clarify meaning						
		Inverted commas						
	Making some correct use of	hyphens to avoid ambiguity						
		a colon to introduce a list						
		brackets, dashes or commas to indicate parenthesis						
Composition & Grammar	Plan writing by noting and developing initial ideas							
	Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]							
	Using organisational and presentation devices to structure and guide the reader effectively. E.g. using headings, bullet points and underlining to structure a text							
	Using a range of cohesive devices within sentences and across paragraphs (<i>generally maintaining connections within paragraphs through the use of on-going references e.g. pronouns, adverbials, conjunctions</i>).							
	Use rich vocabulary accurately from reading and word mats/working walls.							
	Create atmosphere (and describe characters and settings) in narratives.							
	Use dialogue to convey character.							
	Using expanded noun phrases and adverbial phrases to convey complicated information concisely.							
	Using a range of subordinating and coordinating conjunctions.							
	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun							
	Using consistent and correct use of tense throughout a piece of writing							
	Use the perfect form of verbs to mark relationships of time and cause.							
	Using correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register							
	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.							
	Using correct level of formality required mostly correct.							
	Using modal verbs or adverbs to indicate degrees of possibility.							

Working at greater depth within the Y5 expected standard... (S+)			Evidence over 6 pieces of writing					
	Evidence:		Date:					
			Text type					
SP	Spell 75% of the words from the Y5 and 6 word list correctly							
H/W	Write legibly, fluently and with efficient speed in the cursive style							
Punctuation	Using correctly	Commas to clarify meaning						
		Inverted commas						
		brackets, dashes or commas to indicate parenthesis						
		hyphens to avoid ambiguity						
	Making some correct use of	colons to separate clauses						
		a semi colons in lists						
Composition	Create atmosphere, and integrating dialogue to convey character and action.							
	Selecting vocabulary that reflects the level of formality.							
	Selecting grammatical features that reflects the level of formality, including adverbials within and across sentences and paragraphs							
	Use passive verbs appropriately.							
	Use a wide range of clause structures, sometimes varying their position within the sentence.							
	Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.							