| Year 5 | Text type and date: | | | |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------|---|--|
| | | | | |
| | Working towards the | expected standar | ď | |
| | reasing understanding of purpose and audience | | | |
| | g/suitable vocabulary choices | | | |
| Uses paragraphs theme | to organise writing into grouped ideas around a | | | |
| Maintains accura | te and appropriate use of tense | | | |
| Uses a range of c | o-ordinating conjunctions | | | |
| Uses a range of s | ubordinating conjunctions | | | |
| Use correctly: | capital letters | | | |
| | full stops | | | |
| | question marks | | | |
| | exclamation marks | | | |
| | commas in a list | | | |
| | comma following fronted adverbial | | | |
| | apostrophe for contraction | | | |
| | apostrophe for singular possession | | | |
| | apostrophe for plural possession | | | |
| Spell common ho | mophones and near-homophones correctly | | | |
| Spell most of the | Y4 and some of Y5 words correctly | | | |
| Handwriting is cle | ear, legible and joined consistently | | | |
| | Expected st | andard | | |
| Shows an unders | tanding of purpose and audience | | | |
| In narrative, describes settings and characters effectively | | | | |
| | ect and verb agreement when using singular | | | |
| | form of verbs to mark relationships of time and | | | |
| | aphs into a logical order | | | |
| | within paragraphs | | | |
| | oun phrases to convey complicated information | | | |
| concisely | | | | |
| - | ence structures to add interest to writing | | | |
| Uses relative clau | uses (who, which, where, when, whose, that) | | | |
| Uses correctly: | colon to introduce a list | | | |
| | all punctuation for direct speech | | | |
| | commas to clarify meaning or avoid | | | |
| | ambiguity in writing | | | |
| | commas to indicate parenthesis | | | |
| Spells most of the | e year 5 words correctly (including | | | |
| homophones) | · · · · · · | | | |
| Maintains legibili | ty in joined handwriting, with increasing speed | | | |
| | Greater depth within th | e expected standar | ď | |
| Uses a range of d | evices to build cohesion within and across | | | |
| paragraphs | | | | |
| Begins to consciously consider levels of formality within writing | | | | |
| | ses vocabulary, grammar and punctuation to ct of their writing and clarify meaning | | | |