

YEAR 5 WRITING STANDARDS

Year 5 non-statutory assessment Working At the Expected Standard

Composition:

- write effectively and coherently for different purposes, engaging the reader and establishing a viewpoint as the writer by commenting on characters and/or events
 - In narrative: write stories with a clear structure using paragraphs appropriately
 - In non-narrative: use a topic sentence to introduce a paragraph (first sentence summarises the paragraph), use accurate technical language for the text type, use informative organisational devices (e.g. headings, captions)
- effectively describe characters and settings, maintaining a mood or atmosphere
 - Through the use of carefully chosen verbs
 - Through the use of suitable adjectives, expanded noun phrases and adverbials
 - Through the use of figurative language
- sustain cohesive writing within and across paragraphs, using increasingly accurate language choices
 - Use nouns and pronouns to avoid repetition
 - Maintain the correct level of formality in narrative, letters, etc.
- edit and improve writing independently to make improvements to enhance the effect on the reader
- consistently use a wide range of sentences with varying constructions that have more than one clause
 - Mostly correct co-ordinating conjunctions (for/and/nor/or/yet/so)
 - Mostly correct subordinating conjunctions (when/if/before/since/as/while/after)
- vary sentence structure in a variety of ways, e.g., fronted adverbials
- use a relative clause to effectively support a main clause
- effectively use cohesion within and across paragraphs (nouns, pronouns, fronted adverbials of time/manner, conjunctions to aid cohesion)
- show consistent and correct use of tense throughout a piece

Punctuation (used mostly correctly):

- consistently use basic punctuation taught at KS1 (capital letters, full stops, question marks and exclamation marks)
- use commas to separate items in a list, to demarcate fronted adverbials and to avoid ambiguity
- use apostrophes to show omission and possession (singular & plural)
- use of parentheses to add information to a sentence
- use all speech punctuation correctly, for direct and reported speech

Spelling

- Spell most words correctly from the Y3/4 statutory word list
- spell some words correctly from the Y5/6 statutory word list
- use a dictionary to check the spelling of uncommon or ambitious vocab
- spell some words with the /i:/ sound spelt ei after c (e.g. seize, receive)
- spell some words containing the letter string *ough* correctly (bought, through, though, plough)
- spell some words with prefixes and suffixes correctly (-cious, -tious, -ible)
- spell common homophones correctly (there/their/they're, your/you're, are/our, to/too/two)
- spell some Y5/6 homophones correctly (advice/advise, practice/practise, device/devise, licence/license, prophecy/prophesy)

Handwriting

Use neat, joined handwriting consistently maintaining legibility, fluency and speed

YEAR 5 WRITING STANDARDS

Year 5 non-statutory assessment Working At Greater Depth within the Expected Standard

Composition:
• meaningfully enhance own writing through opportunities to edit
• write effectively for a range of purposes, selecting language that shows good awareness of the reader
• integrate dialogue in narratives to convey character and advance the action
• make ambitious word choices to engage and affect the reader <ul style="list-style-type: none">- Deliberately choose a range of adjectives and adverbials that enhance the meaning of sentences- Use words that have not been used during modelling to describe characters, events and feelings
• experiment with different narrative structures (flashbacks, slow reveal, timeslips, etc.)
• select vocabulary and grammatical structures that reflect what the writing requires <ul style="list-style-type: none">- Use contracted forms in dialogue in narratives- Use passive verbs to affect how information is processed- Use modal verbs to suggest degrees of possibility
• use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials of time & place, synonyms)
• show variation in speech punctuation (vary the location of direct speech and add more detail through additional clauses)
Punctuation:
• use speech punctuation for split speech correctly
Spelling
• spell most words correctly from the Y5/6 statutory word list
• spell most words with prefixes and suffixes correctly
• spell most Y5/6 homophones correctly
• spell some words with silent letters correctly (knight, island, lamb)
Handwriting
• maintain legibility in joined handwriting when writing at speed

YEAR 5 WRITING STANDARDS

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

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