

Year 5 Writing

B	W	S	S+
<p>Pupil can: Pupils understand that there is a range of different text types. Structure and organisation is beginning to be informed by purpose and context with support.</p> <p>In Narrative writing: Create settings and characters appropriate to the genre with support. Begin to organise their ideas into paragraphs.</p> <p>In Non-narrative writing: Can choose appropriate headings and subheadings. Begin to use bullet points to organise ideas, not always accurately. Basic grammar is accurate reflecting written Standard English instead of local spoken forms. Begin to select vocabulary and grammatical structures that reflect the text type, purpose and audience (e.g. adjectives to add detail and description, appropriate use of nouns and expanded noun phrases, a range of sentences including more than one clause, fronted adverbials). Beginning to use sophisticated subordinating conjunctions to create complex sentences (since, however, nevertheless, despite, once) Choose appropriate tense. Understand what a relative clause is, but do not always use the appropriate relative pronoun.(who, which, where, when, that)</p>	<p>Pupil can: Identify appropriate text type, but their writing does not always maintain form and cohesion. Structure and organisation are beginning to be informed by purpose and context.</p> <p>In Narrative writing: Create characters and setting appropriate to the genre.</p> <p>In Non-narrative writing: Use headings, sub-headings and bullet points to organise ideas mostly accurately.</p> <p>In all writing: Begin to organise their ideas into paragraphs which are increasingly cohesive. Select vocabulary and grammatical structures that reflect the text type, purpose and audience (e.g. carefully chosen adjectives to add detail and description, appropriate use of nouns and expanded noun phrases, a range of sentences including more than one clause, fronted adverbials). Using sophisticated subordinating conjunctions to create complex sentences (since, however, nevertheless, despite, once) with increasing accuracy and appropriate punctuation. Understand where to switch tenses appropriately, but this is not always maintained. Understand what a relative clause is, with support.</p>	<p>Pupil can: Maintain form and cohesion when writing a range of text types. Structure and organisation are informed by purpose and context.</p> <p>In Narrative writing: Create settings and characters appropriate to the genre independently and begin to add description. Organise their ideas into paragraphs with sentences which link together through meaning.</p> <p>In Non-narrative writing: Use headings, sub-headings and bullet points to organise ideas accurately.</p> <p>In all writing: Begin to use progressively varied and rich vocabulary and grammatical structures that reflect text type, purpose and audience. (e.g. appropriate conjunctions, appropriate nouns and noun phrases, modified by prepositional phrases; relative clauses successfully add detail and description, adverbs and modal verbs add shades of possibility - perhaps, surely, must, could- a range of fronted adverbials to show time and place). Choose tenses to build cohesion within and across paragraphs. Basic punctuation is accurate: full stops, capital letters, question marks, commas in a list, apostrophes for contractions), Can use apostrophes for possession, commas after fronted adverbials and to separate</p>	<p>Writing uses varied and rich vocabulary and a range of sentence structures to clarify meaning and enhance effect. Structure and organisation of writing is carefully and independently chosen to reflect audience, purpose and context. Across a range of genres rich settings and characters are created successfully and consistently. Plot can lack cohesion. Independent non-narrative writing demonstrates well-chosen devices to present information and guide the reader. Across writing conscious control of paragraphing helps shape the overall pieces. Is starting to play with grammar, devices and structure beyond their Programme of Study as magpied from their wider reading but not yet taught. Writing demonstrates fluent and appropriate use of punctuation, including some attempts to create effect. Spelling most words correctly (Year 3 and 4) Spelling some words correctly (Year 5 and 6) Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed. Constructive evaluation is backed by reasons for their suggestions, begin to edit paragraphs.</p>

<p>Basic punctuation is mostly accurate (full stops, capital letters, question marks, commas in a list, apostrophes for contractions and singular possession), Begin to use apostrophes for plural possession and speech punctuation - not always accurate.</p> <p>Can use brackets to indicate parenthesis. Spelling most words correctly (Year 3 and 4).</p> <p>Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters. Edit their work for spelling, using a range of strategies to spot possible inaccuracies.</p>	<p>Basic punctuation is mostly accurate (full stops, capital letters, question marks, commas in a list, apostrophes for contractions and singular possession). Begin to use apostrophes for plural possession and speech punctuation - mostly accurate.</p> <p>Can use punctuation to indicate parenthesis (including brackets, dashes and commas)</p> <p>Spelling most words correctly (Year 3 and 4)</p> <p>Spelling some words correctly (Year 5 and 6)</p> <p>Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters. However this is not maintained when writing at efficient speed.</p> <p>Edit their work for punctuation</p>	<p>clauses and speech punctuation mostly accurately.</p> <p>Can use a range of punctuation to indicate parenthesis (including brackets, dashes and commas)</p> <p>Can use commas to avoid ambiguity.</p> <p>Spelling most words correctly (Year 3 and 4)</p> <p>Spelling some words correctly (Year 5 and 6)</p> <p>Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters. However this is not always maintained when writing at efficient speed.</p> <p>Edit their work for punctuation and spelling.</p>	
---	---	--	--