

YEAR 5 WRITING EXPECTATIONS (2016)

Non negotiables which need to be achieved before assessing using this sheet:

- Can use nouns, pronouns and tenses accurately
- Can use a range of punctuation accurately (, . ? x's "")
- Can use ambitious vocabulary and description accurately

No	Focus	Criteria
1	G	Can use pronouns appropriately to avoid repetition when referring back or forward (for example that, these, those, it).
2	G	Can group things appropriately before or after a main verb, (e.g. The books, the pens and the pencils were already on the table.).
3	G	Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience.
4	G	Can use literary features to create effect (e.g. alliteration, onomatopoeia, figurative language, dialect).
5	P	Can punctuate direct speech accurately including switching the order of speech and the reporting clause. For example, The conductor shouted, "Sit down!" or "Sit down!" The conductor shouted.
6	P	Brackets, dashes or commas are used accurately to show parenthesis.
7	P	Use of commas to clarify meaning or avoid ambiguity.
8	TS	Can indicate degrees of possibility using adverbs (e.g. perhaps, surely). Can use modal verbs/conditional tense (e.g. might do, may go, could rain, should win).
9	TS	Can use a range of devices to adapt writing to the needs of the reader, (e.g. parenthesis, introduction providing context, footnote, contents, bibliography).
10	SS	Can select from a wide range of known imaginative and ambitious vocabulary, and use this precisely (usually spelt correctly).
11	SS	Can vary sentence length and word order confidently to sustain interest (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?')
12	SS	Can use complex sentence structures including relative clauses beginning with who, which, where, when, who, that or an omitted relative pronoun.
13	TS	Can produce well structured and organised writing using a range of conventions in lay-out (e.g. captions; headings; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etc).
14	TS	Can use appropriate informal and formal styles with confidence (e.g. conversational, colloquial, dialectic, Standard English).
15	TS	Can select the correct genre to write in, and use it accurately for audience and purpose.
16	TS	Can use paragraphs consistently and appropriately, interweaving implicit and explicit links between sections or paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>).
17	TS	Can use different techniques to conclude work appropriately (e.g. opinion, summary, justification, linking back to beginning, or comment).
18	TS	Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. description, dialogue, drama)
19	TS	Can use a confident and established voice.
20	H	Write legibly, fluently and with increasing speed.
To be a secure year 5 piece of writing the work must FLOW		

Please ensure that the Year Five list and spelling pattern assessments are taken into account when making a judgement about writing. Non-negotiables at the top should be in place before you assess using this criteria sheet. When considering moving pupils up a band please look carefully at the composition and effect and ensure that writing flows well.

2 - 9	10 - 15	16 - 20
B	W	S