

A Year 5 writer can write a range of simple, compound and complex sentences using expanded noun phrases, fronted adverbials and uses devices to build cohesion. Year 5 writers should use a range of punctuation accurately to clarify meaning and be able to evaluate and edit both their own and others writing. Handwriting should be legible, fluent and joined.

Statements in bold must be met for chd to be assessed as EXS.

. partly achieved / mostly achieved X fully achieved

Year 5 Key Concepts for Writing	. / X
Maintains legibility/fluency of joined handwriting in everyday writing.	
Spells most KS1 and Year 3 and 4 words correctly and some Year 5/6 words correctly.	
Spelling rules to learn: Adding prefixes: dis, de, mis, over, re	
Spelling rules to learn: Adding suffixes beginning with vowel letters to words ending in -fer	
Spelling rules to learn: Homophones and other confusion words.	
Can spell most polysyllabic words accurately.	
Uses relative clauses (e.g. who, which, where, when, whose) and relative pronouns	
Uses expanded noun phrases to convey complicated information concisely.	
Uses modal and adverbs verbs to indicate degrees of possibility (e.g. might, should, will, must/ perhaps and surely)	
Uses devices to build cohesion time adverbials (e.g. then, after, that, this, firstly) and fronted adverbials with a comma.	
Links ideas using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he <i>had</i> seen her before)	
Uses a range of punctuation taught in KS2 mostly correctly (e.g. capital letters, full stops, commas, inverted commas, apostrophes and brackets)	
Uses commas to clarify meaning or avoid ambiguity.	
Uses brackets, dashes or commas to indicate parenthesis.	
Drafts and writes by précisising longer passages.	
Uses a thesaurus and a dictionary to check the meaning and spelling of words.	
Plans their writing by considering how authors have developed characters and settings and what they have read, listened to and seen performed.	
Plans writing by identifying the audience and purpose of writing selecting the appropriate form and using other similar writing as models for their own.	
Plan their writing by noting and developing their initial ideas and drawing on reading and research where necessary.	
Uses paragraphs to organise and develop ideas.	
Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	
Uses organisational and presentational devices to structure text (e.g. headings, subheadings and underlining).	
Describes settings, characters and atmosphere in narrative writing.	
Integrates dialogue to convey character and advance the action.	
Uses coordinating conjunctions (FANBOYS) securely and some subordinating conjunctions.	
Evaluates and edits by proof reading for spelling and punctuation errors effectively.	
Evaluates and edits by assessing the effectiveness of own and other writing. Proposes changes to vocab and grammar to enhance effect.	
Uses and understands grammatical terminology accurately and appropriately when discussing writing and reading.	
Performs own compositions using appropriate volume, intonation and movement.	
Greater Depth Standard	
Maintains a clear awareness of purposes and audience throughout, drawing on what they have read as models for their own writing	
Selects and maintains levels of formality through language choice and grammar	
Edits to ensure cohesion and enhance impact by reviewing vocabulary and grammatical structures (self and peer review)	

