

Interim teacher assessment framework (to be reviewed annually)

YEAR 5 WRITING

Working towards the expected standard (Emerging / Developing)

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas (fiction and non-fiction)
- describing settings and characters
- using capital letters, full stops, question marks, exclamation marks, inverted commas, commas for lists and apostrophes for contraction mostly correctly
- use pronouns and conjunctions for cohesion and to avoid repetition
- using co-ordinating (or/and/but) and subordinating (when/if/that/because) conjunctions
- using prepositions and noun phrases to add detail, qualification and precision
- using standard English verb inflections (*we were...* instead of *we was...*)
- spelling most words correctly* (years 3 and 4 words).

Working at the expected standard (Secure)

The pupil can write for a range of purposes and audiences (including writing a short story):

- developing characterisation using action, dialogue and description
- using a range of cohesive devices*, including adverbials and conjunctions, within and across sentences and paragraphs
- using a range of different sentence structures (including some use of relative clauses and a range of openers)
- using inverted commas, commas for clarity (within complex sentences), and punctuation for parenthesis mostly correctly (including some use of brackets and dashes)
- using adverbs and expanded noun phrases effectively to add detail, qualification and precision
- composing dialogue using standard and non-standard English (e.g. “Don’t just stand there – wash your ‘ands!” Mum snapped.
“Eh?” Eric replied.)
- proofreading to check for errors in spelling, grammar and punctuation
- editing and improving writing after evaluation and feedback
- spelling some words correctly* (years 5 and 6 words)
- producing legible joined handwriting when appropriate.

Working at greater depth within the expected standard (Greater Depth)

The pupil can write for a range of purposes and audiences:

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- making some correct use of semi-colons, dashes, colons and hyphens.

See accompanying guidelines before use.