

Year 5 Writing Standards 2018-2019

Working Towards the Expected Standard						
I can write for a range of purposes.						
I can use paragraphs to organise my ideas.						
I can describe characters and setting in narrative.						
I can use coordinating conjunctions (e.g. and, but, so)						
I can use a range of subordinating conjunctions (e.g. because, although, whilst, even though, whenever)						
I can use adjectives and adverbs for effect.						
I can use mostly correctly, capital letter and full stops, question marks, exclamation marks, commas for lists and apostrophe for contraction and possession.						
I can spell <i>most</i> words correctly (Year 3 & 4)						
My handwriting is legible.						

Working at the Expected Standard						
I can write for a range of purposes and audiences (mostly selecting the appropriate language to show good awareness of the reader)						
I can describe settings, character and atmosphere in narrative.						
I can use dialogue to move a narrative forward, maintaining a balance of speech and description.						
I can select vocabulary and grammatical structures that are appropriate to the audience and purpose (e.g. correct sentence types, tenses, a range of verb forms, relative clauses)						
I can use a range of devices for cohesion in most of my writing both within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).						
I can use modal verbs. E.g. can, could, should, would.						
I can use relative clauses within my sentence using a relative pronoun (e.g. who, which, where, when, whose, that)						
I can use verb tenses consistently and correctly throughout most of my writing.						
I can use commas to clarify meaning or avoid ambiguity in writing.						
I can use brackets and dashes or commas for parenthesis.						
I can try to use hyphens to avoid ambiguity.						
I can spell words from the Year 3 & 4 spelling list correctly.						
I can spell some words from the Year 5 & 6 spelling list correctly.						
I can use legible, joined handwriting.						

Working at Greater Depth						
I can choose precise and effective vocabulary, according to the purpose and audience (e.g. using passive verbs)						
I can begin to select the appropriate form and draw on what I have read as models for my own writing.						
I can begin to use the range of punctuation taught at Key Stage 2 independently (e.g. colons and semi-colons) and sentence structures to show the difference between formal and informal writing.						