

Performance of Writing - Expected Standard at end of Year 5



	Aut 1	Aut 2	Spr 1	Spr 1	Sum 1	Sum 2
In some writing, usually with support						
Purpose and Impact						
Write whole texts that are interesting, engaging or thoughtful.						
Ideas are developed in narrative and in non-fiction.						
Point of view is clear and controlled with some elaboration.						
Produce texts which are appropriate to reader and purpose.						
Execute a text type/genre by including all features or adapt when required.						
Create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fictions e.g. language choices support the purpose.						
Structure and Shape						
Organise and present whole texts effectively that sequence and structure information.						
Structure and organise writing with pace in narrative and supporting evidence in non-fiction.						
Start new paragraphs to show changes in time, place, event or person.						
Construct a cohesive piece with logical links/ breaks.						
Use devices to build cohesion within paragraphs e.g. then, after, that, this, firstly.						
Link ideas across paragraphs using a range of devices e.g. phrases that back reference previous points.						
Sentence Structure						
Vary sentences for clarity, purpose and effect.						
Create different emphasis in sentences through word order and noun phrases.						
Mix short and long sentences to change, accelerate or show pace for reader.						
Tense						
Deploy tense choices that support cohesion by making links e.g. he had seen her before.						
Use modal verbs to show something is certain, probable or possible (or not) e.g. might, should, will, must.						
Conjunctions/Complex Sentences						
Use relative clauses within complex sentences beginning with who, which, where, when, whose, that. e.g. Maisie, who was extremely tired, finished the race						
Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences e.g. Mortified by what he saw, Harry fled the scene.						
Writerly Techniques						
Deploy poetic style to engage the reader.						
Use pathetic fallacy to mirror and extend character's emotions e.g.(aspect of nature or weather reflects feeling)						
Use pun to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle.						
Vocabulary						
Select appropriate and effective vocabulary.						
Some vocabulary choices are for effect or emphasis e.g. technical terminology, vivid language.						
Use some 'green' ambitious vocabulary (see green Writing Progress Plan).						
Adverbs/adverbial phrases.						
Indicate degree of possibility using adverbs e.g. perhaps, surely.						
Use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly.						
Punctuation						
Write with technical accuracy of punctuation.						
Use brackets, dashes or commas to indicate parenthesis.						
Use commas to clarify meaning or avoid ambiguity e.g. 'Let's eat dad.' or 'Let's eat, dad.'						
Spelling and Word Structure						
Apply spelling rules into writing.						
Convert nouns or adjectives into verbs using suffixes e.g. ___ate, ___ise, ___ify.						
Apply prefixes to change intent of verbs e.g. dis___, de___, mis___, over___, re___.						
Broadly this will not influence judgement but this is the year 5 benchmark						
Handwriting and presentation						
Make quick choices whether or not to join specific letters.						
Use a style that encourages speed, legibility and fluency.						

Terminology For Pupils

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Modal verb						
Relative pronoun						
Relative clause						
Parenthesis						
Bracket						
Dash						
Cohesion						
Ambiguity						

Effective Examples Of Writing Ideas



F							
A							
N							
T							
A							
S							
T							
I							
C							

Expected Standard Progression Key :

Please note two of the criteria need to be from the purpose and impact section.



Individual Marks	Overall Totals
<input type="checkbox"/> No / Little Evidence	0 - 3
<input type="checkbox"/> P Progressing Towards	4 -9
<input type="checkbox"/> O On Track	10 -14
<input type="checkbox"/> W Way Ahead	15 -21
	22 + = Greater Depth : Apply skills and competencies through a broader range of genres through cross-curricular writing opportunities and demonstrating through stamina based independent writing. Pupils should show security and consolidation of particular skills in a wider range of writing task.