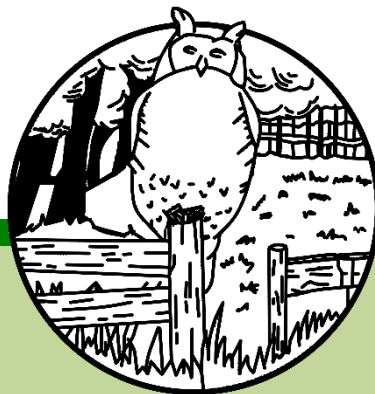


Year 5 Writing Criteria



Woodland Grange Primary School

Aiming high to achieve excellence and success by working together.

Year 5 Writing Criteria



Name:

Collection

Working Towards the Expected Standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

The pupil can write for a range of purposes and audiences									
beginning to use paragraphs to organise ideas									
beginning to describe settings and characters									
beginning to use some cohesive devices* within and across sentences and paragraphs									
beginning to use different verb forms mostly accurately									
beginning to use co-ordinating and subordinating conjunctions									
Demarcating sentences with capital letters and a range of punctuation	capital letters								
	full stops								
	question marks								
	exclamation marks								
	commas for lists								
	apostrophes for contraction								
spelling most words correctly* (year 3 and 4)									
spelling some words correctly* (year 5 and 6)									
producing legible joined handwriting.									

Working at the Expected Standard

The pupil can write for different purposes, after discussion with the teacher:

beginning to create atmosphere, and integrating dialogue to convey character and advance the action									
beginning to select vocabulary and grammatical structures that reflect the level of formality required mostly correctly									
beginning to use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs									
beginning to use passive and modal verbs mostly appropriately									
beginning to use a wide range of clause structures, sometimes varying their position within the sentence									
beginning to use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision									
using mostly correctly	inverted commas								
	commas for clarity								
	punctuation for parenthesis								
	semi-colons for separation of clauses								
	colons to introduce lists								
	bullet points used appropriately								
	hyphens								
Making some correct use of									
Spelling most words correctly (year 5 and 6)									
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters									

Working at Greater Depth Within the Expected Standard

The pupil can write for different purposes, after discussion with the teacher:

beginning to use the full range of punctuation taught at key stage 2 <u>mostly</u> correctly, including	semi-colons used in expanded lists								
	Dashes and brackets used interchangeably depending on formal and informal purpose								

The pupil can write for a range of purposes and audiences	Consistently vary the formality of their writing to match the purpose or audience								
	Sustains a viewpoint throughout a piece of writing								
	Ambitious vocabulary used accurately								
	Use more stylistic features in the text e.g. alliteration, rhetorical questions etc.								
	Demonstrate a clear awareness of audience e.g. dialogue, suspense								
beginning to manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures	Writes with confidence and imagination								
	uses a range of connectives								
	Use clauses confidently and appropriately								
	Cohesion is evident throughout the text (pronouns/definite article/synonyms or hyponyms)								
	Demonstrates a clear awareness of audience								
beginning to select verb forms for meaning and effect e.g. passive and modal verbs (as at working at) but using more confidently and manipulating verb forms for effect	Writes with confidence and imagination								

To be at a standard ALL boxes must be ticked at least twice across 5 or 6 pieces of work. The preceding standard must also have been met. Children CANNOT be working at greater depth without meeting the handwriting requirements.

Definitions:

Some – On occasion (10%)

Many – Between some and most (50%)

Most – Generally, with occasional errors (85%)