

## WRITING YEAR 5

STAGE D: Typical Range of Year 5 Attainment			
	Beginning/ developing Year 5 expectations	Expected understanding of Y5 expectations	Greater depth application of Y5 expectations
<b>Sentence Structure</b>	Simple shades of meaning may be used to emphasise or intensify (e.g. <i>quite large, very slowly</i> )	Use of adverbs to make meaning more precise (shades of meaning) e.g. <i>hugely successful, greatly improved, unusually etc.</i>	Indicates degrees of possibility using adverbs (e.g. <i>perhaps, surely</i> ) or modal verbs (e.g. <i>might, should, will, must</i> )
	Sometimes uses relative clauses (beginning with: <i>who, which, why, whose, where, that</i> ) e.g. <i>Paula, who was the best footballer in school, scored the winning goal.</i>	*Usually uses relative clauses to: -add extra information for the reader -Show what someone is thinking -explain the meaning of a word -emphasise a point. -Achieve economy in word choice *Beginning to use relative clauses with an omitted relative pronoun e.g. <i>Daisy, the farmer's daughter, milked the cow.</i>	* Uses relative clauses (beginning with: <i>who, which, why, whose, where, that</i> )  * Uses relative clauses with an omitted relative pronoun when appropriate (and when the omission of the relative pronoun makes the sentence more effective)
	Developing the range of subordinating conjunctions used within given examples and directed guided writing tasks *Contrast & Concession – <i>although, still, even though, whereas, while</i> *Condition – <i>if, unless, even if, providing, provided that</i> *Cause and Reason– <i>because, so that, as, since</i> *Time – <i>whenever, while, until</i> (Not always used correctly due to misunderstanding of meaning)	Continues to develop the range of subordinating conjunctions used and shows greater understanding of meaning and accuracy in their selection  Using some conjunctive adverbs within their writing e.g. <i>consequently, however, despite, furthermore, meanwhile, therefore</i>	Independently uses a range of conjunctions
	Uses short sentences for effect		Varies sentence length e.g. short sentences for pace and tension and longer sentences for detail and description
<b>Punctuation</b>	Parentheses (punctuation to mark parenthesis - words and phrases written in brackets or between commas or dashes) are usually accurate when used for relative clauses e.g. * <i>The boy, who was wearing a raincoat, decided to go out in the atrocious weather.</i> * <i>At home – where the fire was blazing –mother began to tell the tale.</i> * <i>The box (which was on the table) looked like it was full of presents.</i>  * Understands how to use brackets to explain an abbreviation. E.g. <i>HGV (Heavy Goods Vehicle)</i>	Parentheses are usually accurate when used to indicate relative clauses and relative clauses with an omitted relative pronoun	Brackets, dashes or commas are used to indicate parenthesis
	<b>Beginning to develop Year 5 expectations</b>	<b>Embedding understanding of Y5</b>	<b>Greater depth application of Y5 expectations</b>

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		expectations	
	<p>*Uses commas to mark fronted adverbials</p> <p>*Some use of commas to mark phrases or clauses e.g. <i>subordinate clause , main clause - Even though she was tired out, Rachel wouldn't stop running.</i></p>	Usually uses commas to mark phrases or clauses e.g. <i>When the storm was over, Jon and Rachel went home.</i>	<p><b>Uses commas to clarify meaning and avoid ambiguity</b>  <i>After we left Grandma, Dad and I went to the cinema. /After we left, Grandma, Dad and I went to the cinema.</i>  <i>She gave me the letter, which was in a gold envelope, yesterday.</i> (gold colour is extra/<b>non-essential</b> information)/<i>She gave me the letter which was in a gold envelope yesterday.</i> (no commas – <b>essential</b> information: several letters, lots of colours, it's the gold one).Is beginning to be able to explain how commas support meaning</p>
	<p>Usually follows punctuation rules for speech e.g. <i>He said, "Follow the rules!"</i> (comma after the reporting clause; end punctuation within inverted commas)            Usually uses a new line each time there is a new speaker</p>	Mostly starts a new line for a new speaker	Sometimes follows the correct rules for 'interrupted speech' e.g. <i>"Come here quick," bellowed Jonny, "before it's too late!"</i>
<b>Text structure and organisation</b>	<p><b>Uses devices to build cohesion within a paragraph (e.g. firstly, then, this demonstrates, subsequently, penultimately)</b></p>		<p><b>* Can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</b>  <b>*Can link ideas through tense choices e.g. he <u>had</u> seen her before</b></p>
	<p>Mostly organises related events or ideas into paragraphs</p> <p>Sometimes opens a new paragraph with a topic sentence</p>	Will usually open a new paragraph with a topic sentence	Control over content within paragraphs by e.g. use of topic sentences to open a new paragraph and the content of that paragraph develops this key idea e.g. <b><i>Sarah screamed loudly as she was approached by the ominous figure. Slowly it crept towards her. Its hideous claws...</i></b> (rest of the paragraph describes creature and her fear). Uses in fiction and non-fiction.
		Independent application of layout devices e.g. line breaks, subheadings and diagrams	
<b>Composition And Effect</b>	<p>Uses a varied vocabulary and can use words effectively and deliberately to create a desired effect, e.g. expanded noun phrases, adverbial phrases appropriate verb choice etc.</p>	Writing demonstrates that some content is selected to inform and engage the reader (this may not always be maintained)	<p>*Growing awareness of reader needs and is usually able to select content to inform and engage the reader            * Demonstrates they can use new vocabulary (drawn from sources such as class discussions/lessons and their own reading) appropriately and effectively.</p>
	<p>Characterisation is conveyed through description, behaviour and dialogue</p>	Overall viewpoint of a piece of writing is established	Viewpoint is established but not always maintained through opinion, attitude and position,
	<p>In narrative creates settings characters and plot and is beginning to create and build atmosphere</p>		<p><b>* In narratives, describes atmosphere</b>  <b>*Can précise longer passages</b></p>
<b>Handwriting</b>	Writes legibly, fluently and with increasing speed and is producing joined handwriting		