WRITING YEAR 5

Sentence Simple shades of meaning may be used to emphasise or intensity (e.g. quite large, very slowly) Use of adverts to make meaning more precise (shades of meaning) e.g. hugely successful, greatly inproved, unusually e.g. might, should, will, must) diciates degrees of possibility using adverts (e.g. perhaps surely) or modal verts (e.g. might, should, will, must) Sentence Sometimes uses relative clauses (beginning with: who, which, why, whose, whore, that) e.g. Paule, who was the best footballer in school, scored the winning goal. "Uses relative clauses beginning with: who, which, why, whose, where, that) "Uses relative clauses with an omitted relative pronoun wh aphasise a pointAchieve economy in word clauses, the anomited relative pronoun who where, while "Uses relative clauses with an omitted relative pronoun wh aphasise a pointAchieve economy in word clauses, the anomited relative pronoun who makes the sentence more effective) Developing the range of subordinating conjunctions used within given examples and directed guided with, given though, while, very though, thereas, within energy of subordinating conjunctions used and shows greater understanding of meaning and accuracy in their selection "Uses relative clauses are so that, as, since "time" stanghter were, meanwhile, therefore Punctuation Uses short sentences for effect Uses short sentences for effect to go out in the adverte advertes within their in the aes out and shows greater were used for relative datases and phrases write and there were due advertes of relative clauses and reson and longer sentences for detail and description Punctuation Wases short sentences for effect Paren		STAGE D: Typical Range of Year 5 Attainment				
Simple grades of meaning i.e., <i>upper successful</i> , <i>grady intensity (e.g. quite large, very slowly)</i> surely) surely) surely) grady improved, <i>unsually act. grady improved, unsually act.</i> surely) surely) Sentence Sometimes uses relative clauses (beginning with: who, which, why, whose, where, fhat) e.g. <i>Paula, who was the best footballer in school, scored the winning goal.</i> "Usually uses relative clauses to in-add extra information for the reader schow what someone is thinking explaining to use relative clauses in the meaning of e.g. <i>palay, there, while</i> "Uses relative clauses (beginning with: who, which, why, whose, where, that) Structure Developing the range of subordinating conjunctions used thing relative pronoun goal. "Uses relative clauses with an omitted relative pronoun what someone is thinking explorite." (and when the mission of the relative pronoun whaters is white relative pronoun goal. "Uses relative clauses (beginning with: who, which, why, whose, where, that) Structure Developing the range of subordinating conjunctions used meaning i.e.g. <i>plasy</i> , the examples and directed guided writing tasks. "Contrast & Concession – although, since "Time - whenever, while, until wording, provided the transe of Reson- because, so that, as, since "Time - whenever, while, until words, there when used for relative clauses and phrases public until the meaning of a consequently, however, despite, furthermore, meanwhile, therefore Varies sentence length e.g. short sentences for pace and tension and longer sentences for detail and description "Time box (who was onereficed Parentheses are usually accura		Beginning/ developing Year 5 expectations	• •	Greater depth application of Y5 expectations		
Sentence -add extra information for the reader -Show what someone is thinking -show what someone is thinking -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 g. Daisy, the amer's dauphile, milled the cow. • Uses relative clauses (beginning with: who, whose, where, that) • Uses relative clauses (beginning with: who, whose, where, that) Developing the range of subordinating conjunctions used within given examples and directed guided writing tasks "Contrasts & Concession – athough, still, even fhough, whereas, while Continues to develop the range of subordinating conjunctions used and shows greater understanding of meaning) Continues to develop the range of subordinating conjunctions used and shows greater understanding of meaning) Independently uses a range of conjunctions Verifies explore the explore the explore while explore the uses (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. Varies sentence length e.g. short sentences for gace and tension and longer sentences for detail and description Punctuation • Addrestas duides (used like it was full of presents. • Parentheses are usually accurate when used to indicate relative clauses and tentire clauses and tenders to explain an abbreviation. Brackets, dashes or commas are used to indicate parenthesis			(shades of meaning) e.g. hugely successful,			
within given examples and directed guided writing tasks "Contrast & Concession – although, still, even though, whereas, while "Condition – if, unless, even if, providing, provided that "Cause and Reason- because, so that, as, since "Time – wherever, while, until "Not always used correctly due to misunderstanding of meaning) Subordinating conjunctions used and shows greater understanding of meaning and accuracy in their selection Independently uses a range of conjunctions Using some conjunctive adverbs within their writing e.g. consequently, however, despite, furthermore, meanwhile, therefore Varies sentence length e.g. short sentences for pace and tension and longer sentences for detail and description 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. "The boy, who was wearing a raincoat, decided to go out in the atocious weather. "The boy, who was on the table) looked like it was full of presents. "The boy (which was on the table) looked like it was full of presents. "Understands how to use brackets to explain an abbreviation. "E.g. HGV (Heavy Goods Vehicle) Parentheses are usually accurate when used to indicate relative clauses with an omitted relative pronoun Brackets, dashes or commas are used to indicate parenthesis		which, why, whose, where, that) e.g. Paula, who was the	 -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</i> 	 whose, where, that) * Uses relative clauses with an omitted relative pronoun when appropriate (and when the omission of the relative pronoun) 		
Uses short sentences for effect Varies sentence length e.g. short sentences for pace and tension and longer sentences for detail and description 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. Parentheses are usually accurate when used for relative clauses e.g. "The boy, who was wearing a raincoat, decided to go out in the atrocious weather. Parentheses are usually accurate when used to indicate relative clauses and relative clauses and relative clauses with an omitted relative pronoun Brackets, dashes or commas are used to indicate parenthesis * The box (which was on the table) looked like it was full of presents. * Understands how to use brackets to explain an abbreviation. E.g. HGV (Heavy Goods Vehicle) Brackets, dashes or commas are used to indicate parenthesis		within given examples and directed guided writing tasks *Contrast & Concession – although, still, even though, whereas, while *Condition – if, unless, even if, providing, provided that *Cause and Reason– because, so that, as, since *Time – whenever, while, until (Not always used correctly due to misunderstanding of	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. consequently, however, despite,	Independently uses a range of conjunctions		
Punctuation phrases written in brackets or between commas or dashes) are usually accurate when used for relative clauses e.g. Parentheses are usually accurate when used for relative clauses e.g. Brackets, dashes or commas are used to indicate relative clauses and relative clauses and relative clauses with an omitted relative pronoun Punctuation *The box (which was on the table) looked like it was full of presents. 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 * Understands how to use brackets to explain an abbreviation. * Understands how to use brackets to explain an abbreviation. Parentheses						
	Punctuation	 phrases written in brackets or between commas or dashes) are usually accurate when used for relative clauses e.g. *The boy, who was wearing a raincoat, decided to go out in the atrocious weather. *At home – where the fire was blazing –mother began to tell the tale. *The box (which was on the table) looked like it was full of presents. * Understands how to use brackets to explain an abbreviation. 	used to indicate relative clauses and relative clauses with an omitted relative			
		Beginning to develop Year 5 expectations	Embedding understanding of Y5	Greater depth application of Y5 expectations		

WRITING YEAR 5

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