

Name:		Class:		
Writing Year 5	Below	Working Towards	Expected	Greater depth
	Never /Rarely	Occasionally	Frequently	Always
Transcription – Spelling, handwriting and presentation				
Can spell common, high frequency words.				
Can spell the year 3 and 4 list of words.				
Can spell the year 5 list of words.				
Spell some words with silent letters.				
Can distinguish and correctly spell homophones.				
Handwriting is consistent, fluent and legible.				
Composition and grammar				
Can use key features of taught genres.				
Writing flows and makes sense.				
Can use detailed description to portray characters, setting and atmosphere.				
Can use paragraphs to organise the content of the writing.				
Can link ideas within and across paragraphs.				
Can use a range of sentence types and lengths effectively.				
Can use dialogue effectively to develop plot.				
Can engage the reader’s thoughts and feelings.				
Can use conjunctions to link sentences and paragraphs.				
Can use tenses consistently.				
Can use subject-verb agreement correctly.				
Can use adjectives to expand nouns and adverbs to expand verbs.				
Can use modal verbs to indicate degrees of possibility. e.g. <i>can, could, will, would, shall, should, might</i>				
Use passive verbs to affect the presentation of information in a sentence				
Use the perfect form of verbs to mark relationships of time and cause				
Can create relative clauses using <i>who, which, where, when, whose that, with</i> etc. e.g. <i>The house, which was empty, was</i>				
Can experiment with ambitious vocabulary and figurative language. e.g. similes and metaphors				
Punctuation				
Consistent use of full stops, capital letters, exclamation marks and question marks.				
Commas used in lists and after fronted adverbials.				
Apostrophes used for contraction and possession.				
Commas used to separate clauses and for clarity.				
Can correctly layout and punctuate direct speech.				
Commas, dashes or brackets used for parenthesis. e.g. <i>The boy –hungry and alone- looked around....</i>				
Overall Judgement				
Autumn	Spring		Summer	

The statements in bold are key objectives to begin with at the start of the year. Once these are secure, the other objectives will be taught.