

★ YEAR FIVE		*CYCLE:	1	1	2	2	3	3
Working towards	The pupil can:							
	write for a range of purposes							
	use paragraphs to organise ideas							
	in narratives	describe settings						
		describe characters						
	in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)							
	maintain standard English forms							
	use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly							
	use speech punctuation correctly most of the time							
	use commas after fronted adverbials and subordinate clause openers correctly most of the time							
	use co-ordinating and subordinating conjunctions							
	use adverbs to express time							
	use prepositions to express place and time							
	add prefixes and suffixes to spell many words correctly							
spell correctly most words from the KS1, year 3 / year 4 spelling list								
write legibly								
make simple additions, revisions and proof-reading corrections to their own writing								
Working at	The pupil can:							
	write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)							
	in narratives	describe settings						
		describe characters						
		describe atmosphere						
	begin to integrate dialogue in narratives to convey character and advance the action							
	use modal verbs or adverbs to indicate degrees of possibility							
	Sentence structure	use relative clauses correctly some of the time						
		use expanded noun phrases correctly some of the time						
	use a range of devices to build cohesion e.g.	Determiners						
		Conjunctions						
		Pronouns						
		Adverbs						
		adverbials of time and place						
use verb tenses consistently and correctly throughout their writing most of the time								
use key stage two punctuation correctly most of the time	Commas for clarity							
	Inverted commas							
	Apostrophes for plural possession							
	Commas after fronted adverbials							
proof-read for spelling and punctuation errors								
spell correctly most words from the year 5 / year 6 spelling list								
maintain legibility in joined handwriting when writing at speed.								
Working at greater depth	The pupil can:							
	write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)							
	distinguish between the language of speech & writing & choose the appropriate register							
	use a variety of sentence lengths and structures including	relative clauses						
		adverbial phrases						
		expanded noun phrases						
		subordinate clauses						
	use brackets, dashes and commas to indicate parenthesis							
	begin to use commas to clarify meaning or avoid ambiguity							
	make some correct use of	semi-colons						
dashes								
colons to introduce a list								
hyphens								
select vocabulary and grammatical structures that reflect the level of formality required mostly correctly								

