

## Y5

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups **must** continue to be revised and practised across both key stages.

The national curriculum expectations: **proof-read for spelling and punctuation errors** and **propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning** will be important in enabling all children to meet the standards for their year groups.

### Year 5

#### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters<sup>†</sup>
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use the range of punctuation taught up to and including Y2 correctly<sup>^</sup> and some of the punctuation taught in Y3 and Y4
- spell correctly common exception words and many words from Y3/4 spelling lists\* and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible
- write legibly.<sup>1</sup>

### Year 5

#### Working at the expected standard

The pupil can:

- write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)
- in narratives, describe settings, characters and atmosphere<sup>†</sup>
- begin to convey character and advance the action through dialogue, maintaining a balance of speech and description
- select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)
- use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing
- use verb tenses consistently and correctly throughout most of their writing
- use the range of punctuation taught up to and including Y5 mostly correctly<sup>^</sup> (e.g. commas separating clauses; punctuation for parenthesis)
- spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,\* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary
- write legibly, fluently and with increasing speed.<sup>2</sup>

The pupil can:

- begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)
- choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect
- sustain and develop ideas within paragraphs
- begin to independently use punctuation<sup>1</sup> and sentence constructions to show the difference between formal and informal writing<sup>3</sup> (e.g. contractions in speech).

<sup>1</sup>Reference will need to be made to the expectations of the national curriculum for Y5 to ensure that writing is at the correct pitch.

\*These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

<sup>^</sup>This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

<sup>1</sup> At this standard, there is no specific requirement for a pupil's handwriting to be joined.

<sup>2</sup>The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

<sup>3</sup>Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.