

TAF: Year 5 Writing

Towards Expected

Pupil(s) are beginning to meet the following aims with support:

To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.

To select appropriate grammar and vocabulary to match the purpose and audience of their writing.

To describe settings, characters and atmosphere with increasing awareness of the reader.

To begin to use dialogue to convey a character and advance the action.

To use organisational and presentational devices relevant to the text type

To create paragraphs that are usually suitably linked

To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.

To use the full range of punctuation from previous year groups.

To begin to use commas to clarify meaning or to avoid ambiguity.

To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials

To begin to experiment with relative clauses with support and modelling.

To begin to use adverbs and modal verbs to indicate degrees of possibility

To spell some verb prefixes correctly

To begin to convert nouns or adjectives into verbs using suffixes, e.g.

To spell some complex homophones correctly

To write legibly, fluently and with increasing speed.

Expected

Pupil(s) are beginning to independently apply their knowledge:

To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.

To describe settings, characters and atmosphere to consciously engage the reader.

To use dialogue to convey a character and advance the action with increasing confidence.

To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.

To begin to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.

To create paragraphs that are usually suitably linked.

To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.

To use the full range of punctuation from previous year groups.
 To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
 To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials
 To use relative clauses beginning with a relative pronoun
 To use brackets, dashes or commas to begin to indicate parenthesis.
 To use adverbs and modal verbs to indicate degrees of possibility
 To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
 To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify
 To spell many complex homophones correctly, e.g. affect/effect, practice/practise
 To write legibly, fluently and with increasing speed.

Greater Depth

Pupil(s) are confidently and independently able to apply their knowledge:
 To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
 To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
 To regularly use dialogue to convey a character and advance the action.
 To proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.
 To consistently link ideas across paragraphs.
 To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
 To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
 To use commas consistently to clarify meaning or to avoid ambiguity.
 To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials
 To use relative clauses beginning with a relative pronoun with confidence
 To use brackets, dashes or commas to indicate parenthesis.
 To use a range of adverbs and modal verbs to indicate degrees of possibility
 To spell most verb prefixes correctly
 To regularly convert nouns or adjectives into verbs using suffixes
 To spell most complex homophones correctly
 To write legibly, fluently and with increasing speed.

*Children must meet all of the objectives in the criteria in order to be awarded the standard.
 Children can have one area which is a 'specific weakness' and still achieve an overall standard providing the class teacher can provide evidence that they have met all other criteria within the band.*