

Writing Standards File

Year 5 Writing

KPIs	Performance Standard
<p>Composition Identifies the audience for, and purpose of, the writing. Selects the appropriate form and uses other similar writing as models for their own. Proof-reads for spelling and punctuation errors. Ensures the consistent and correct use of tense throughout a piece of writing. Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining). Describes settings, characters and atmosphere.</p> <p>SPaG Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; ify). Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must). Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly). Uses commas, brackets and dashes to clarify meaning or avoid ambiguity. To use relative pronouns and relative clauses in writing.</p> <p>Handwriting should be consistently joined and regular in size.</p> <p>Spells some words from the Year 5 word list (English appendix 1) correctly.</p> <p>Spells some words that use the following word endings correctly (cious, tious, cial,tial, ance/ancy, ent, ence/ency, able/ably, ible/ibly).</p> <p>Joins some prefixes to words using hyphens correctly where appropriate.</p> <p>Spells further homophones correctly as per English appendix 1.</p>	<p>With reference to the KPIs</p> <p>By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose.</p> <p>A child can:</p> <ul style="list-style-type: none">• structure and organise a range of texts effectively for different purposes;• use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing;• use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing;• write effective descriptions;• apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading;• select a handwriting style appropriate to the task. <p>A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters.</p>