

Performance of Writing – Expected Standard at end of Year 5

	Aut 2	Spr 2	Sum 2
Name:			
Purpose and Impact			
Write complete texts that are interesting, engaging or thoughtful			
Ideas are developed in narrative and non-fiction.			
Point of view is clear and controlled with some elaboration.			
Produce texts which are appropriate to reader and purpose			
Execute a text type/genre by including all features or adapt when required.			
Create more complicated narratives e.g. parallel plot, flashback and more controlled non-fictions e.g. language choices support the purpose.			
Structure and Shape			
Organise and present whole texts effectively that sequence and structure information			
Structure and organise writing with pace in narrative and supporting evidence in non-fiction.			
Start new paragraphs to show changes in time, place, event or person.			
Construct a cohesive piece with logical links/breaks.			
Use devices to build cohesion within paragraphs e.g. then, after, that, this, firstly.			
Link ideas across paragraphs using a range of devices e.g. phrases that back reference previous points.			
Sentence Construction			
Vary sentences for clarity, purpose and effect			
Create different emphasis in sentences through word order and noun phrases.			
Mix short and long sentences to change, accelerate or slow the pace for the reader.			
Tense			
Deploy tense choices that support cohesion by making links e.g. he had seen her before.			
Use modal verbs to show something is certain, probable or possible (or not) e.g. might, should, will, must.			
Conjunctions/Complex Sentences			
Use relative clauses within complex sentences beginning with who, which, where, whose, that e.g. Molly, who was extremely tired, finished the race.			
Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences e.g. Mortified by what he saw, Harry fled the scene.			
Mastery of Writing Techniques			
Deploy poetic/descriptive style to engage the reader			
Identify and apply assonance into poetry and prose.			
Identify and apply consonance into poetry and prose.			
Identify and apply sibilance into poetry and prose.			
Use pun to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle.			
Vocabulary			
Select appropriate and effective vocabulary			
Some vocabulary choices are used for effect or emphasis and a knowledge of the effect of sound within words is evident.			
Use some ambitious vocabulary (tier 2 words).			
Use subject specific vocabulary (tier 3 words).			
Adverbs/adverbial phrases			
Indicate degree of possibility using adverbs e.g. perhaps, surely.			
Use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly.			
Punctuation			
Write with technical accuracy of punctuation			
Use brackets, dashes or commas to indicate parenthesis.			
Use commas to clarify meaning or avoid ambiguity e.g. 'Let's eat Grandad' or 'Let's eat, Grandad'.			
Spelling and Word Structure			
Apply spelling rules into writing			
Convert nouns or adjectives into verbs using suffixes e.g. 'ate', 'ise', 'ify'.			
Apply prefixes to change intent of verbs e.g. 'dis', 'de', 'mis', 'over', 're'.			
Handwriting			
Make quick choices whether or not to join specific letters.			
Use a style that encourages speed, legibility and fluency.			
Result			

Blue Writing Progress Plan

Punctuation

I can use brackets, dashes or commas to indicate parenthesis.

I can use commas to clarify meaning or avoid ambiguity e.g. 'Let's eat Grandad' or 'Let's eat, Grandad'.

Spelling

I can use prefixes to change the intent of a verb e.g. 'dis', 'de', 'mis', 'over' and 're'.

I can use suffixes to convert nouns and adjectives into verbs e.g. 'ate', 'ise', 'ify'.

Adverbial Phrases

I can use degree of possibility adverbs e.g. perhaps, surely.

I can use adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly.

Purpose and Impact

I can develop imaginative and logical ideas.

I can make a clear point of view and elaborate.

I can include all genre features or adapt deliberately.

I can create complicated narratives and non-fictions.

Vocabulary

I can make interesting and varied language for effect or emphasis.

I can use ambitious words in my writing.

I can use subject specific words.

Conjunctions/Complex Sentences

I can use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' e.g. Tom, who was sad, dragged his feet.

I can use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences.

Structure and Shape

I can organise my writing so it reflects different paces in story or evidence in non-fiction.

I can start a new paragraph to show change in time, place, event or person.

I can use words and phrases to build links within paragraphs e.g. then, after, that, then.

I can link ideas across paragraphs by making references back to original points.

Tense

I can use tense choices to support cohesion e.g. He had seen her before.

I can use modal verbs.

Writer's Techniques

I can use assonance in poetry and prose.

I can use consonance in poetry and prose.

I can use sibilance in poetry and prose.

I can use puns to create humour and intrigue.

Sentence Construction

I can choose whether to be formal or informal in my writing.

I can use a range of simple, compound and complex sentences.