Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year 5 William Ransom School

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| Working **TOWARDS THE EXPECTED STANDARD**  |
|  | **AUTUMN** | **SPRING** | **SUMMER** |
| Can write for a range of purposes and audiences |  |  |  |  |  |  |
| Can use paragraphs to organise ideas |  |  |  |  |  |  |
| Can describe characters and settings in narratives |  |  |  |  |  |  |
| In non-narrative, can structure the writing with headings, subheadings, bullet points |  |  |  |  |  |  |
| Can use co-ordinating conjunctions (for, and, nor, but, or, yet, so) |  |  |  |  |  |  |
| Can use subordinating conjunctions (although , after, as when, if, that, even though, because, etc) |  |  |  |  |  |  |
| Can use mostly correctly: | Capital letters and full stops |  |  |  |  |  |  |
| Question marks |  |  |  |  |  |  |
| Exclamation marks |  |  |  |  |  |  |
| Commas for lists |  |  |  |  |  |  |
| Apostrophes for contraction |  |  |  |  |  |  |
| Can spell most words correctly from the Year 3/4 spelling list |  |  |  |  |  |  |
| Can write legibly |  |  |  |  |  |  |
| Working at the **EXPECTED STANDARD** |
| Can write for a range of purposes and audiences  |  |  |  |  |  |  |
| Can draft and edit written work |  |  |  |  |  |  |
| Can organise writing into paragraphs |  |  |  |  |  |  |
| Can use modal verbs to indicate possibility eg might, should, will, must, could, would |  |  |  |  |  |  |
| Can describe settings, character and **atmosphere** eg expanded noun phrases, similes/metaphors, personification, onomatopoeia |  |  |  |  |  |  |
| Can use verb tenses correctly and consistently throughout most writing |  |  |  |  |  |  |
| Can use relative clauses using who, which, where, when, whose, that or an implied (eg omitted) relative pronoun |  |  |  |  |  |  |
| Can build cohesion within and across paragraphs using: | Co-ordinating conjunctions (for, and, nor, but, or, yet, so) |  |  |  |  |  |  |
| A good range of subordinating conjunctions (although , after, as when, if, that, even though, because, until, unless, since) |  |  |  |  |  |  |
| Adverbials and prepostion phrases Eg *As the clock struck midnight*, the shadow moved *across the graveyard.* |  |  |  |  |  |  |
| Pronouns to avoid repetition Eg John kicked the ball. John scored. John kicked the ball and he scored. |  |  |  |  |  |  |
| Can use correctly most of the time: | Capital letters and full stops |  |  |  |  |  |  |
| Question marks and exclamation marks |  |  |  |  |  |  |
| Commas for lists |  |  |  |  |  |  |
| Commas for clauses |  |  |  |  |  |  |
| Commas for fronted adverbials |  |  |  |  |  |  |
| Apostrophes for contractions (can’t) |  |  |  |  |  |  |
| Apostrophes for possession (Lucy’s) |  |  |  |  |  |  |
| Brackets, commas and dashes for parenthesis |  |  |  |  |  |  |
| Inverted commas for direct speech  |  |  |  |  |  |  |
| Can spell most words from the Year 3/4 spelling list correctly |  |  |  |  |  |  |
| Can spell some words from the Year 5/6 spelling list correctly and use a dictionary to check the spelling for more ambitous words |  |  |  |  |  |  |
| Can use legible, joined handwriting |  |  |  |  |  |  |
| Working at **GREATER DEPTH** within the expected Standard |
| Can write effectively and coherently for different purposes, drawing on their reading to inform eg rhetorical questions, interactions between characters, range of sentence constructions and types |  |  |  |  |  |  |
| Can choose precise and effective vocabulary according to the purpose and audience and adapt this when editing to improve effect |  |  |  |  |  |  |
| Can show the difference between formal and informal writing (eg contractions in speech, punctuation and sentence construction) |  |  |  |  |  |  |

Year 3/4 Words



Year 5/6 Words

