

Band 5 Writing

Working Towards expectation			Working AT expectation	Greater Depth for Y5
5b	5b+	5W	5W+ into 5S	5S+
<p>The pupil can: Use the writing expectations for band 4 with a growing confidence and independence.</p> <ul style="list-style-type: none"> • Writing demonstrates an understanding of a range of taught text types. • Writing is appropriate to audience, purpose, and context, and shows cohesion. • Structure and organisation are starting to be informed purpose and context with support • In narrative writing settings, characters and plot are created successfully. • Ideas are linked within paragraphs (e.g. then, after, later and all expectation of previous bands, including fronted adverbials) • With support, non-narrative writing is beginning to use a wider range of further organisational and presentational devices to guide the reader. • Basic grammar is accurate reflecting written Standard English instead of local spoken forms. • Writing demonstrates appropriate use of nouns and noun phrases modified by carefully chosen adjectives to add detail and description. • A range of sentences containing more than one clause is used with some confidence. • Some relative clauses are beginning to be used with support (e.g. who, which, where, when). • Tense choice is appropriate throughout the piece. • Confidence in the tenses taught previously is shown in writing. • Known punctuation is mostly accurate. • Use of possessive apostrophes for plural nouns (e.g. The boys' arrival) is developing accuracy • Spelling is usually accurate. • A range of strategies are used to spot possible inaccuracies in their spelling. • Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters. • Writing is self-checked for errors in spelling, grammar and punctuation and meaning. • With support simple improvements to structure and organisation of others' writing are suggested and actioned 			<p>The pupil can:</p> <ul style="list-style-type: none"> • .All previous criteria for bands 1-4 are met with good consistency. • .Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] • Verb prefixes [for example, dis-, de-, mis-, over- and re-] • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must].Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Use brackets, dashes, or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Writing demonstrates understanding of a range text type. • Writing maintains form and shows cohesion. • Writing uses progressively varied and rich vocabulary and a range of sentence structures. • Structure and organisation of writing is informed by its audience, purpose, and context. • In narrative writing settings, characters and plot are created successfully. • Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information, and description. • Tense choice is appropriate throughout a piece. • All previously taught tenses are used accurately. • Use of all previously taught punctuation is used accurately. • Handwriting is legible and there is evidence of some joining - using the school pre -cursive style. • All common exception words and taught spelling rules from Y1 -Y5 are known and used with accuracy and consistency. • Fronted adverbials are used to greater effect to vary sentence structure. • Writing is proof-read for spelling and punctuation errors, including use of a dictionary to check spelling. • Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation. • There is evidence of writing being edited for improvement. 	<p>The pupil can : All criteria for previous bands, including 5W+/S have been met confidently and with some consistency.</p> <ul style="list-style-type: none"> • Writing uses varied and rich vocabulary and a range of sentence structures. • Structure and organisation of writing is carefully and independently chosen to reflect audience, purpose and context, • Across a range of genres rich settings, atmosphere, characters, and plot are created successfully and consistently. • Independent non-narrative writing demonstrates well-chosen devices to present information and guide the reader. • Across writing conscious control of paragraphing helps shape the overall pieces. • Is starting to play with grammar, devices, and structure beyond their PoS as magpied from their wider reading but not yet taught. • Writing demonstrates carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add/slow pace and conjure mood. • Writing demonstrates fluent and appropriate use of punctuation, including some attempts to create effect. • Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules. Any spelling errors are generally self-corrected during proof reading. • Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed. There will be evidence of some joining. • Constructive evaluation is backed by reasons for their suggestions, including around structure and organisation.

upon in the writing.

- All punctuation from previous bands are used with a growing skill and consistency (refer to bands 1-4)

--

--