

<b>Name:</b>							
<b>Working At Y5 Expectation</b>		<b>Date:</b>					
<b>5W+</b>	<b>5S</b>	<b>Text type or location of evidence:</b>					
<u>Plan by identifying the audience and purpose for writing, selecting a range of language that shows some awareness of the reader, using similar writing as models for their own.</u>							
<u>Write effectively for a range of purposes and audiences, selecting a range of language that shows awareness of the reader.</u>							
Structure and organisation of writing is informed by its audience, purpose, and context.							
<u>In narrative writing more complicated plots are evident.</u> (e.g. flashbacks, parallel plot).							
<u>In narrative writing, dialogue is included to advance the action.</u>							
<u>In non-narrative writing, ideas are organised by consistent and accurate use of relevant headings, subheadings and captions to guide the reader.</u>							
In non-narrative writing, the use of impersonal voice is consistent to present information.							
<u>In addition to organising paragraphs around a theme, clear links are made within paragraphs using adverbials of time, place and number.</u> (e.g. later, nearby, secondly)							
<u>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</u>							
<u>Use fronted adverbials to greater effect and to vary sentence structure.</u>							
<u>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.</u>							
<b>Indicating degrees of possibility using adverbs.</b> (e.g. perhaps, surely)							
Indicating degrees of possibility using modal verbs. (e.g. might, should, will, must)							
<u>Use brackets, dashes, or commas to indicate parenthesis.</u>							
<u>Use of commas to clarify meaning or avoid ambiguity.</u>							
<u>Deploy tense choices to support cohesion.</u> (e.g. He had seen her before)							
<u>Maintain tense throughout a piece of writing consistently.</u>							
Convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)							

Apply prefixes to change the intent of verbs. (for example, dis-, de-, mis-, over- and re-)						
<u>To spell at least 40% of the Statutory Word List for Year 5 and Year 6.</u>						
Begin to use a dictionary to check the spelling of uncommon and more ambitious vocabulary.						
<u>To know and use the spelling rules specified in Appendix 2 of the NC.</u>						
<u>Develop a style of handwriting that encourages speed, legibility and fluency.</u>						
<u>Assess the effectiveness of their own and others writing by suggesting changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</u>						
<u>Suggestions for editing include reference to structure and organisation.</u>						