

Year 5 - Teacher Assessment Framework for Writing

Working towards the expected standard	
The pupil can:	
Composition	<ul style="list-style-type: none"> • write for a range of purposes and audiences • describe settings and characters using a variety of devices and techniques • use paragraphs to organise and sequence writing • use some cohesive devices within paragraphs • use and sustaining the appropriate tense
Transcription	<ul style="list-style-type: none"> • using coordinating and subordinating conjunctions • using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions • spell most words correctly* (years 3 and 4) • spell some words correctly (year 5) • producing legible, mostly joined writing
Working at the expected standard	
The pupil can:	
Composition	<ul style="list-style-type: none"> • write for a range of purposes and audiences (including short story) • create atmosphere, and beginning to integrate dialogue to convey character and advance the action • select vocabulary and grammatical structures that show an understanding of how choices can change/enhance meaning • use cohesive devices to build cohesion within paragraphs (e.g. then, after, that, this, firstly) • begin to use cohesive devices such as adverbials (time, place, number) across paragraphs
Transcription	<ul style="list-style-type: none"> • indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (for example, might, should, will, must) • use sentences with more than one clause (including the use of adverbs, adverbial phrases, conjunctions and direct speech) to add detail, qualification and precision • use relative clauses beginning with: who, which, where, when, whose, that, or an omitted relative pronoun • use brackets, dashes or commas to indicate parenthesis • use of commas to clarify meaning or avoid ambiguity • use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") • spelling most words correctly* (years 3, 4 and 5) • use legible handwriting, that demonstrates a fluent use of taught joins
Working at greater depth	
The pupil can:	
Composition	<ul style="list-style-type: none"> • write for a range of purposes and audiences • select vocabulary to manage shifts in formality
Transcription	<ul style="list-style-type: none"> • use the full range of punctuation taught at Key Stage 2 • use a range of sentence structures and vocabulary for effect and impact • <i>[No additional requirements for spelling]</i> • <i>[No additional requirements for handwriting]</i>