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| --- | --- | --- | --- | --- | --- |
| **Name:** | | | | | |
| Working **TOWARDS** the **Year 5** expected standard | |  |  |  |  |
| • use some **expanded noun phrases, powerful verbs and adverbs** to describe charactersand settingsE.g. the blue butterfly | |  |  |  |  |
| • use **dialogue** to some effect in conveying characters emotions | |  |  |  |  |
| • use new **paragraphs** for changes in time, place, topic and speaker | |  |  |  |  |
| • use **adverbs and** **fronted adverbials** of time, place and manner | |  |  |  |  |
| • use consistent **tense** | |  |  |  |  |
| • Join ideas using **subordination**: when, if, as, because, although | |  |  |  |  |
| • **correctly use** | **Present perfect: have or has** |  |  |  |  |
| **Standard English: we were instead of we was** |  |  |  |  |
| **Plural possessive apostrophes: girls’ boys’** |  |  |  |  |
| **Inverted commas** |  |  |  |  |
| • **spell words correctly** (Y3/4 list) including prefixes and suffixes taught | |  |  |  |  |
| • **join letters** correctly | |  |  |  |  |
| • begin to **edit** own writing for spelling and punctuation | |  |  |  |  |
| Working **AT** the **Year 5** expected standard | |  |  |  |  |
| • write stories **describing settings** and **characters** with **high-quality vocabulary** choices. | |  |  |  |  |
| • Use grammar and vocabulary to begin to **build tension** and atmosphere in narrative | |  |  |  |  |
| • consistent use of **tense** | |  |  |  |  |
| • writing style altered to fit different non-fiction text types | |  |  |  |  |
| • Cohesive devices used to link paragraphs: fronted adverbials and adverbs such as: therefore, additionally | |  |  |  |  |
| • begin to punctuate some dialogue with **inverted commas** | |  |  |  |  |
| • correctly use | **Perfect form of verbs: had** blown the whistle |  |  |  |  |
| **Relative clauses** |  |  |  |  |
| **Colons in a list** |  |  |  |  |
| **Subordination & coordination E.g. when, if, because, but so** |  |  |  |  |
| **Speech punctuation** |  |  |  |  |
| **Commas within speech, after adverbials and to mark clauses** |  |  |  |  |
| • **spell words correctly** (all of Y3/4 list and some of 5/6 list) | |  |  |  |  |
| • joined, consistently sized **handwriting** | |  |  |  |  |
| • **edit** Y5 grammar and spelling independently | |  |  |  |  |
| Working **ABOVE** the **Year 5** expected standard | |  |  |  |  |
| • consistently produce accurately punctuated writing from different text types | |  |  |  |  |
| • regularly use **dialogue** to convey character and advance action | |  |  |  |  |
| • use **commas** to clarify meaning and avoid ambiguity | |  |  |  |  |
| • use **brackets, dashes or commas** to show parenthesis | |  |  |  |  |
| • **spell** most complex homophones correctly – affect/effect, practice/practise | |  |  |  |  |
| • **spell** most of Y5/6 list | |  |  |  |  |