



Writing assessment framework Y5

Working towards the expected standard	
• write for a range of purposes	
• use paragraphs to organise ideas accurately.	
• in narratives describe settings and characters.	
Use verb tense mostly correctly	
• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings and time signals).	
• use full stops, questions marks, exclamation marks, speech marks, apostrophes for contraction and possession, commas for lists and commas after a fronted adverbial mostly correctly.	
• spell correctly most words from the year 3/4 spelling list, and some words from the year 5/6 spelling list.	
• Use joined handwriting.	
Write capital letters of the correct size in comparison to each other and lowercase letters.	
Working at the expected standard	
• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	
Begin to show an awareness of formality in writing for example informal dialogue or formal letter. Select vocabulary and grammatical structures that reflect what the writing requires (formal or informal, persuasive or instructional etc.)	
• in narratives, describe settings and characters and create atmosphere if required.	
• integrate dialogue in narratives and punctuate accurately.	
• use a range of devices to build cohesion (e.g. subordinating and co-ordinating conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
• use verb tenses mostly correctly throughout their writing with some tense switches used mostly correctly.	
• use the range of punctuation taught at key stage 2 mostly correctly (full stops, questions marks, exclamation marks, speech marks, apostrophes for contraction and possession and commas after a fronted adverbial). Begin to use more advanced punctuation (dashes, brackets, commas, hyphens and semi-colons).	
• spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
• maintain legibility in joined handwriting when writing at speed.	
Working at greater depth	
• write effectively for a range of purposes and audiences, selecting the appropriate form and consciously controlling levels of formality.	
Make precise vocabulary choices with the audience in mind. Deliberate choice of language and be able to justify.	

<ul style="list-style-type: none">• use the range of punctuation taught at key stage 2 mostly correctly including more advanced punctuation (dashes, brackets, commas, hyphens and semi-colons).	
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