

End of Stage 5	Assessment of Writing:		Most: occasional errors Many: more right than wrong Some: on occasion but not consistent or frequent			
	<ul style="list-style-type: none"> - Independent writing - Ensure a range of genres - Include date & book (if not in English e.g. LCC) of evidence next to each objective 					
Pupils can:						
Working towards the expected standard for Stage 5						
• draft and write in narratives, creating settings, character and plot with consideration with the audience and purpose						
• draft and write non-narrative material that shows awareness of audience and purpose						
• begin to use paragraphs to organise ideas in some (30%) of writing						
• most (90%) examples of punctuation used correctly:	capital letters and full stops					
	question marks and exclamation marks					
	commas for lists					
	apostrophes for contraction					
• spell some (30%) words correctly (year 5-6)						
• produce legible handwriting with consistent letter size*						
Working at the expected standard for Stage 5						
• draft and write narratives, describing settings, character and atmosphere and integrating dialogue to convey character with an increasing awareness of the audience and purpose						
• draft and write using further organisational and presentational devices (e.g. headings, bullet points, underlining) with an increasing awareness of the audience and purpose						
• use a wide range of devices to build cohesion within and across paragraphs (e.g. then, after that, this, firstly)						
• select precise vocabulary and grammatical structures that reflect the level of formality required sometimes (30%) correctly						
• use many (60%) examples of a range of clause structures (embedded, subordinate, adverbial and –ed clauses) used in different positions within a sentence						
• indicate degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)						
• demarcate most (90%) sentences with:	capital letters and full stops					
	question and exclamation marks					
	inverted commas for speech					
• Many examples (60%) of punctuation used correctly	commas for clarity					
	punctuation for parenthesis					
	dashes					
• spell many (60%) words correctly (year 5-6)						
• maintain legibility and fluency of handwriting over a sustained period. Ensuring letter formation is correct*						
Working at greater depth within the expected standard for Stage 5						
• write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader						
• use a range of strategies to create atmosphere and advance the action.						
• begin to manage shifts in formality through selecting precise vocabulary and grammatical structures for effect.						
• use a wide range of clause structures, sometimes varying their position within a sentence						
• use the range of punctuation taught in year 5 mostly (90%) correct including:	colons and semi-colons					
	hyphens					
• maintain legibility, fluency and speed of handwriting over a sustained period*						

* teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's overall attainment being made (evidenced through individual provision).