



aspire	Year :	<u>5</u>				aspir
Working towa The pupil can write for a				iences.		
						Met
Mostly using paragraphs to organise ideas around a theme						
Most conjunctions and subordinating conjunctions used correctly.						
Mostly accurate use of inverted commas and some associated punctuation.						
Mostly accurate use of adverbs and adverbial phrases (Silently, later that day, after a while).						
Some correct use of commas after adverbials.						
Mostly accurate use of apostrophes to show plural possession.						
Mostly accurate use of apostrophes to show contraction.						
Most words spelt correctly from Year 3 and 4 NC spelling list. Evidence of spelling errors improved using a dictionary.						
Working a The pupil can write for a range of pu	t expecte	d standa	rd es (inclu	dina a sha	ort story)	
The pupil cult write for a range of pe	ii poses un	u uuurene	es (meru	ang a she	1 (3(0) 9)	44 .
						Met
Mostly able to create atmosphere, and integrate dialogue to convey character.						
Mostly select appropriate vocabulary to engage and entertain the reader. (Encourage use of thesaurus).						

				Met
Mostly able to create atmosphere, and integrate dialogue to convey character.				
Mostly select appropriate vocabulary to engage and entertain the reader. (Encourage use of thesaurus).				
Sometimes select grammatical structures that reflect the level of formality required for the genre.				
Mostly consistent and accurate use of connectives, openers and adverbials with and across sentences and paragraphs to build cohesion.				
Some use of modal verbs to indicate possibility. E.g. might, should, could, would, will, or must.				
Accurate use of inverted commas to show speech, including some accurate use of the associated punctuation.				
Some use of relative clauses using pronouns such as who, which, whose, where, when and that which is accurately punctuated.				
Some use of expanded noun phrases, adverbials and prepositions to add detail, qualification and precision.				
Some correct use of commas (for clarity, adverbials and lists)				
Some words spelt correctly from Year 5 and 6 NC spelling list, including distinguishing between correct homophone.				







Manhina at	a ana akan danah mishin sha				Met
working at ex	a greater depth within the spected standard				Mei
and audiences, good awarenes the first perso	ively for a range of purposes selecting language that shows s of the reader (e.g. the use of on in a diary; direct address in and persuasive writing)				
- in narratives, describe settings, characters and atmosphere					
- integrate dialogue in narratives to convey character and advance the action					
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)					
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs					
	ses consistently and correctly eir writing				
- Using most- ly correct	Inverted commas and speech punctuation Commas for clarity				
	Punctuation for parenthesis				
- Making some use of	Semi Colons				
	Dashes				
	Colons				
	Hyphens				
- spells most w (Years 5/6 list	ords correctly ·)				
- maintains leg handwriting th to join specific	ibility, fluency and speed in rough choosing whether or not cletters				