

YEAR 5 Child _____

Working towards the expected standard		A	B	C	D	E
Using paragraphs, (<i>topic sentence and supporting details</i>).						
Using mostly correctly:	Capital letters.					
	Full stops.					
	Question marks.					
	Exclamation marks.					
	Commas for lists.					
Apostrophes for contraction.						
Using some co-ordination, (<i>F = for, A = and, N = nor, B = but, O = or, Y = yet, S = so</i>).						
Using some subordination, (<i>e.g. after, because, even though, since, though</i>).						
Spelling most words correctly (<i>year 3 and 4</i>).						
Spelling some words correctly (<i>year 5 and 6</i>).						
Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.						
Working at the expected standard (Must meet all of Working Towards)		A	B	C	D	E
Some sentences with relative clauses: <i>who, which, what, that, (e.g. the table that is made of oak is now black with age)</i> .						
Accurate use of adverbs/adverbials.						
Using prepositions to add detail.						
Some use of modal verbs, (<i>e.g. might, could, should, will, must</i>).						
Making some correct use of:	Commas for clarity.					
	Inverted commas.					
	Punctuation for parenthesis (brackets, commas and dashes).					
Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly.						
Using fluent and legible, joined handwriting.						
Working at greater depth (Must meet all of expected standard)		A	B	C	D	E
Choose sentence structure for effect (placement of clauses within the sentence).						
Consistently produce sustained and accurate writing from narrative and non-fiction genres with appropriate structure, layout and organisational devices for a range of audiences and purposes.						

Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion.

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