## Working at the expected standard in Y5

vorking at the expected standard in 15	
write effectively for a range of purposes and audiences across a rang f genres.	ge
n non-narrative writing, I use simple devices to structure the writing. headings, sub-headings, bullet points)	
can use adverbials of time (e.g., then, after that, firstly) and repetition obuild cohesion within paragraphs.	n
can use full stops, capital letters, question marks, exclamation marks ommas in lists, commas after fronted adverbials, preposition phrase postrophes for contraction and singular and plural possession and al irect speech punctuation.	s,
use commas for clarity.	
use punctuation for parenthesis (brackets, commas and dashes).	
use commas or dashes to mark relative clauses beginning with who, which, where, when, whose, that.	
can use a range of coordinating conjunctions. nd, or, but, so, for, yet, nor	
can use a range of subordinating conjunctions. fter, when, while, if, that, because, before, although, even though, whenever, until, whereas, which, as, since, unless, in order that, in cas whether, though, even if, whatever	e,
can use fronted adverbials for manner, time, place and number to li deas across paragraphs.	٦k
can use expanded noun phrases sometimes with an additional nodifying adjective.	
.g., the mottled, blue butterfly with the broken wings. can use the reporting clause at the beginning, middle or end of direc peech.	t
can integrate dialogue/direct speech to convey character and advan he action.	ce
use a new paragraph when a new speaker speaks.	
can identify and name simple present, simple past tense, progressive resent and progressive past tenses.	9
can use a pronoun before a noun in a sentence. .g., Jess couldn't wait to see <b>him</b> , but <b>Jack</b> would not be here until no veek.	ext
can use similes as sentences openers.	
can use three -ed endings openers. .g., Confus <b>ed</b> , shock <b>ed</b> , scar <b>ed</b> , the children ran from the burning uilding.	
can use adjective, same adjective sentences. .g., He was a <b>fast</b> runner, <b>fast</b> because he needed to be.	
can use paired conjunctions in my sentences. .g., <b>Neither</b> money, <b>nor</b> gifts could make him visit the haunted mans gain.	ion
can use 'the more, the more' sentences. .g., <b>The more</b> angry he became, <b>the more</b> he hammered his fists on able.	the
can spell most words correctly including spelling all high frequency vords correctly (KS1, Y3/Y4 and some Y5/6).	
consistently produce legible joined handwriting.	
Vorking at greater depth in Y5	
can select precise vocabulary and grammatical structures that reflec he level of formality required.	t
nowing how to make writing succinct by using precise grammar and unctuation to engage the reader.	



Working at the expected standard in Y5
I write effectively for a range of purposes and audiences across a range of genres.
In non-narrative writing, I use simple devices to structure the writing. (headings, sub-headings, bullet points)
I can use adverbials of time (e.g., then, after that, firstly) and repetition to build cohesion within paragraphs.
I can use full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, preposition phrases, apostrophes for contraction and singular and plural possession and all direct speech punctuation.
I use commas for clarity.
I use punctuation for parenthesis (brackets, commas and dashes).
I use commas or dashes to mark relative clauses beginning with who, which, where, when, whose, that.
I can use a range of coordinating conjunctions. and, or, but, so, for, yet, nor
I can use a range of subordinating conjunctions. after, when, while, if, that, because, before, although, even though, whenever, until, whereas, which, as, since, unless, in order that, in case, whether, though, even if, whatever
I can use fronted adverbials for manner, time, place and number to link ideas across paragraphs.
I can use expanded noun phrases sometimes with an additional modifying adjective. e.g., the mottled, blue butterfly with the broken wings.
I can use the reporting clause at the beginning, middle or end of direct speech.
I can integrate dialogue/direct speech to convey character and advance the action.
I use a new paragraph when a new speaker speaks.
I can identify and name simple present, simple past tense, progressive present and progressive past tenses.
I can use a pronoun before a noun in a sentence. e.g., Jess couldn't wait to see <b>him</b> , but <b>Jack</b> would not be here until next week.
I can use similes as sentences openers.
I can use three -ed endings openers. e.g., Confus <b>ed</b> , shock <b>ed</b> , scar <b>ed</b> , the children ran from the burning building.
I can use adjective, same adjective sentences. e.g., He was a <b>fast</b> runner, <b>fast</b> because he needed to be.
I can use paired conjunctions in my sentences. e.g., <b>Neither</b> money, <b>nor</b> gifts could make him visit the haunted mansion again.
I can use 'the more, the more' sentences. e.g., <b>The more</b> angry he became, <b>the more</b> he hammered his fists on the table.
I can spell most words correctly including spelling all high frequency words correctly (KS1, Y3/Y4 and some Y5/6).
I consistently produce legible joined handwriting.
Working at greater depth in Y5
I can select precise vocabulary and grammatical structures that reflect the level of formality required.
Knowing how to make writing succinct by using precise grammar and punctuation to engage the reader.
I can use the full range of punctuation taught consistently and appropriately.