

YEAR 5 WRITING TAF

		Target	Evidence		
	1 Handwriting	Handwriting is legible and fluent.			
	2 Punctuation	Most sentences are correctly punctuated with capital letters, full stops, exclamation marks and question marks.			
		Most sentences are correctly punctuated with capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction.			
	3 Spelling	Most sentences are correctly punctuated with capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction and possession.			
		Is beginning to spell some words correctly from year 3 and 4 appendix 1 – statutory word list.			
		Spelling some words correctly from year 3 and 4 appendix 1 – statutory word list.			
	4	Spelling most words correctly from year 3 and 4 appendix 1 – statutory word list.			
		Writes for a range of purposes.			
		Writes for a range of purposes.			
	5	Writes for a range of purposes and audiences, beginning to show an awareness of the reader.			
		Uses paragraphs to organise ideas around a theme.			
		Uses paragraphs to organise ideas around a theme in different types of writing.			
	6	Uses paragraphs in most types of writing with increasing accuracy – logical and clear.			
		In narratives, some character and setting descriptions are evident using simple language.			
		In narratives, characters and settings are described beginning to use some precise vocabulary.			
	7	In narratives, characters and settings are described using more precise vocabulary.			
		Is beginning to group their ideas logically in non-narrative texts.			
		Is beginning to use relevant headings and sub-headings to organise non-narrative texts.			
	8	Using relevant headings and sub-headings to organise non-narrative texts.			
		Is beginning to use expanded noun phrases for description.			
		Uses some expanded noun phrases by adding adjectives, nouns and prepositional phrases (correctly punctuated with a comma).			
	9	Uses and punctuates expanded noun phrases accurately to develop description.			
		Is beginning to use standard verb forms in their writing.			
		Uses some standard verb forms with accuracy in their writing.			
		Standard verb forms are used mostly correctly. E.g. We were not we was.			

*The use of scaffolding e.g. word banks and structure prompts may still be relied upon when meeting WTS standards**

		Target	Evidence		
Working at the expected standard	1 Handwriting	Handwriting is legible, fluent, with letters joined appropriately and performed with increasing speed.			
	2. Punctuation	Most sentences are correctly punctuated with capital letters, full stops, exclamation marks and question marks.			
		Most sentences are correctly punctuated with capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction.			
	2. Punctuation	Most sentences are correctly punctuated with capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction and possession.			
	3 Spelling	Some words with Year 5 / 6 prefixes and suffixes spelt correctly			
		Some words with Year 5/6 prefixes and suffixes spelt correctly			
	3 Spelling	A variety of words with Year 5/6 prefixes and suffixes are spelt correctly.			
	4 Spelling	Some of the statutory spellings for Year 5/6 are spelt correctly, including homophones.			
		Some of the statutory spellings for Year 5/6 are spelt correctly, including homophones.			
	4 Spelling	A variety of the statutory spellings for Year 5/6 are spelt correctly, including homophones.			
5		There is some awareness of the audience and purposes for each piece of writing.			
		There is awareness of the audience and purposes for each piece of writing and an appropriate opening and closing is used.			
		Identifies audience and purpose for each piece of writing, choosing appropriate opening and closings.			
6		In narratives, describe settings and characters and begin to develop atmosphere.			
		In narratives, describe settings and characters, developing some atmosphere.			
		In narratives, describe settings, characters and atmosphere.			
7		Beginning to use conjunctions (including subordinating) such as; when, if, because, although			
		Beginning to use a range of subordinating conjunctions within and across sentences			
		Uses a range of subordinating conjunctions within and across sentences			
8		Is beginning to use modal verbs and adverbs to show degrees of possibility.			
		Is beginning to use a range of modal verbs and adverbs to show degrees of possibility.			
		Modal verbs or adverbs are used to show degrees of possibility or shades of meaning (i.e. should, could, might)			
9		Subject-verb agreement is mostly accurate when using both singular and plural (e.g. she is, they are)			
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		Subject-verb agreement is accurate when using both singular and plural.			

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10	<p>Some evidence of a range of tenses being used (e.g. past, present, perfect etc.)</p> <p>Evidence of a range of tenses being used with increasing accuracy.</p> <p>A range of tenses are used mostly accurately.</p>			
11	<p>Commas are beginning to be used to separate clauses accurately.</p> <p>Commas are used accurately to separate most clauses.</p> <p>Commas are used to separate clauses, to clarify meaning and avoid ambiguity accurately.</p>			
12	<p>Beginning to use relative clauses (e.g. that for an object, who for a person)</p> <p>Using some relative clauses, beginning with who, which, where, whose.</p> <p>Relative clauses are used consistently and accurately.</p>			
13	<p>Embedded clauses are used and sometimes punctuated correctly.</p> <p>Embedded clauses are used mostly correctly to insert detail using parenthesis (brackets, commas, dashes)</p> <p>Embedded clauses are used to insert detail and are accurately punctuated with parenthesis (brackets, commas or brackets or dashes)</p>			
14	<p>Cohesive devices to link within paragraphs, including pronoun links, adverbials, conjunctions and accurate choice of tense are beginning to be used.</p> <p>A range of cohesive devices are used to link ideas within paragraphs, including pronoun links, adverbials, conjunctions and accurate choice of tense.</p> <p>To use cohesive devices to vary sentence structures within and across paragraphs (conjunctions, adverbials, pronouns and synonyms).</p>			
15	<p>Beginning to use formal vocabulary and structures in writing.</p> <p>Some formal vocabulary and structures are used in writing with increasing accuracy.</p> <p>Formal vocabulary and structures are used in writing, including when the writer is expressing their own opinion.</p>			
16	<p>Accurately punctuate direct speech.</p> <p>Begin to integrate accurately punctuated dialogue within a narrative.</p> <p>Integrate accurately punctuated dialogue in narratives, beginning to convey character and advance action.</p>			

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	Target	Evidence		
Working at greater depth	Able to write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader.			
	Able to use the range of punctuation taught at key stage 2, for example semi-colons, hyphens and parentheses to enhance meaning and avoid ambiguity.			
	Able to use a range of devices within and across paragraphs with increasing consistency			
	To begin to develop characterisation and use literary language in narrative.			

To be GDS at the end of Advent term a child needs to meet the EXS criteria for the end of the year.

To be GDS at the end of Lent term a child needs to meet the EXS criteria for the end of the year and at least 2 aspects of GDS.