

Year 5 writing descriptors

B	No less than 10 marks in the FLAG BOX (if less than 4 look at the Year group below)
B+	A few criteria for within complete with most/ all of the FLAG BOX.
W	RED BOLD STATEMENTS MUST BE TICKED + at least 3 more statements.
W+	BLUE BOLD STATEMENTS MUST BE TICKED + a minimum of half of the criteria for within complete (statements must be ticked under each heading)
S	Nearly all of the criteria for within complete (must be spread across different headings)
S+	All criteria for within mastered with aspects of secure plus increasingly evident in all genres of writing

FLAG BOX – suggests that children are not yet working within the year group curriculum	Autumn	Spring	Summer
Can apply learnt spelling rules for suffixes, prefixes and unfamiliar words (un- dis- mis- in- re- anti- auto- , -ly, -ation, -ous etc. see spelling appendix of national curriculum for further examples)			
A range of homophones spelt correctly (meet/meat, hear/here, missed/mist)			
Apostrophe used correctly or omitted for contraction and singular possession			
Letter size, shape, length is consistent when joining			
Paragraphs are developed and ordered appropriately. Introduction and conclusion developed.			
Able to write at length and stay on task (one page close lined)			
Range of descriptive vocabulary (including similes, alliteration etc)			
Able to vary sentence type or use a range of basic and complex sentences with an increasingly wider range of conjunctions			
Basic punctuation used correctly (FS, exclamation marks, question marks, commas)			
Maintains basic verb tense throughout (and correctly uses the auxiliary verb (was/were/did/done)			
Range of sentence openers (use of conjunctions and common adverbs)			
Consistent use of pronouns (noun may be repeated too frequently)			
Writing is planned and organised			
Proof reading contains suggestions on how to improve and rewrite			

If a child is <u>within</u> national curriculum expectations you will see -			
Spelling			
An understanding of how word type and meaning changes through the addition of suffixes and prefixes (-ate, -ise, -ify) (dis, mis, de, over, re)			
Correct spelling of words with contractions			
Correct spelling of many Y3/4 words.			
Correct spelling of around half of the Y5/6 spelling list in national curriculum			
Able to use a dictionary to look up spellings			
Correct spelling of words with silent letters (b, t, p, k, n)			
Correct spelling of words when adding the word ending able, ible, ibly, ably, ent, ence, ant, ance, ancy, cious, tious, cial, tial			
All words with the 'ee' sound spelt 'ei' spelt correctly			
Most homophones and near homophones spelt consistently correctly (led/lead, herd/heard, guessed/guest)			
Handwriting			
Descenders and ascenders in letters are the same length and parallel to each other.			
Letter length is consistent and appropriate.			
All smaller letters are the same size and shape.			
Correct use of cursive joining strokes between all letters – used with increasing speed			
Writing is in a neat, cursive style			
Capital letters are left un joined			
Grammar and punctuation			
A range of co-ordinating conjunctions (and, so, or) and subordinating conjunctions (while, since, although, unless) used in different positions within the sentence			
Commas used within lists and to separate clauses within a sentence			
A range of ambitious vocabulary used to add interest, explain or explore (verbs, noun types, adverbs and adjectives)			
All apostrophes used correctly (for omission and singular and plural possession)			
Use of embedded clauses to vary sentence structure (<i>The grey cat, whose fur was matted, slept under the chair.</i>)			
Correctly punctuated dialogue			
Use verb tenses consistently and correctly throughout their writing			
Using higher level punctuation including for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens			

A range of adverbs used for different purposes (manner, time, degrees of possibility, place, generalising adverb) together with an understanding that adverbs do not always end in -ly			
Links within and between paragraphs using conjunctive adverbs (time and order)			
Grammatical terms accurately defined (modal verb, relative pronoun, possessive pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)			
Use of a range of conjunctive adverbs that are carefully chosen dependent on text type and genre			
Expansion before and after the nouns (descriptive and prepositional language)			
Pronouns used to avoid repetition of noun			
Use of dialogue with the audience to move the writing forward (can be simple personal rhetorical question, aside to the reader)			
A range of openers used to start sentences – some carefully chosen dependent on the formality of the writing)			
Direct and reported speech used within writing (direct speech correctly punctuated with varied speech verbs)			
Composition			
Own and others' work being assessed for effectiveness and improvements suggested and applied			
Very effective proof reading for spelling and grammatical errors			
A draft and write process used effectively to rehearse, write, correct and improve writing			
A plan used to carefully structure writing in order to replicate and explore a specific text type (notes used to create a range of sentences)			
Paragraphs specifically planned and used to indicate a change in time, character and setting			
Work that is organised and structured correctly dependent on the text type organisational features			
Ensuring the consistent and correct use of tense throughout a piece of writing			
Starting to build cohesion across paragraphs			
Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own			
Noting and developing initial ideas, drawing on reading and research where necessary			

In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning			
In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action			
Using a wide range of devices to build cohesion within and across paragraphs			
Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]			
Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning			
Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register			
If a child is <u>secure +</u> at national curriculum expectations you will see -			
All spelling of words with previously taught spelling patterns correct (Y3,4,5)			
Different adverbs carefully chosen to suit the text type genre – active research to explore synonyms and improve writing style			
Accurate use of commas to embed a clause.			
Use of phrases to vary sentence type and add interest			
Technical words, formal conjunctions and contextually specific language used skilfully to formalise writing and develop an 'expert' voice			
Experimentation with the use of a range of figurative language to describe and explain			
Use of a range of conjunctive adverbs (for different purposes – add information, explain, illustrate, contrast, emphasise) in different positions within a sentence			
Edit and improve process being used very effectively to enhance sentence and text level work. Re-write process leads to an extremely well presented and accomplished piece of writing.			
Self and peer assessment is very effective in improving own and others writing			
Direct speech punctuated correctly (including comma after the reporting clause) and with a range of powerful verbs and adverbs used for effect.			

Use of a range of different sentence lengths and types for effect			
An ellipse used for dramatic effect and hesitation			
Impersonal and personal rhetorical questions used to engage the reader			
Parenthesis technique carefully chosen dependent on text type and chosen effect on reader.			