Year 5	NAME:								
WORK	ING TOWARDS (Y	(5) Beginning to use							
	Write for a range of purposes and audiences, selecting language that shows some								
SE &	awareness of the reader In narratives, describe settings, characters and begin to develop atmosphere ('show not					1			
COMPOSITION: PURPOSE AUDIENCE	tell'). Use dialogue in narratives to convey character or advance the action.								
ITION: PUR AUDIENCE	Use a range of devices to build cohesion within and across paragraphs:								
NOT BE SELECTION OF THE	 link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. he had seen her before instead of he saw 								
OSIT A	her before).								
ОМС	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.								
O	Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).								
	Select	use a range of verb forms, particularly the perfect, to mark relationships of time and cause.							
~	appropriate	use modals and adverbs to indicate possibility.							
\MAF	grammar and vocabulary to	convey complicated information concisely by using pre- and post- modification of nouns, including relative clauses.							
GRAMMAR	change and enhance								
O	meaning:	use a range of clause structures, sometimes varying their position within in the sentence for effect							
	Demarcate sent	l ences accurately throughout, using capital letters, full stops, question				1			
PUNCTU	marks, exclamation marks and the punctuation of direct speech Indicate parenthesis using brackets, commas or dashes.		-		-	+			
PUI AT	Use punctuation	to ensure meaning is clear, particularly commas for clarity.							
z		words that have been previously taught, including on exception words from KS1;							
PTIO	Year 3/4 statutory words;								
SCRI	 previously taught homophones. Make good attempts at, and check the spelling of, some uncommon or more ambitious 								
TRANSCRIPTION	vocabulary.								
		ity in joined handwriting when writing at speed.							
EXPEC	TED (Y5) Consist Write for a rang	ge of purposes and audiences, selecting language that shows some							
æ	awareness of th	ne reader escribe settings, characters and begin to develop atmosphere ('show not							
TION: PURPOSE &	tell').								
J. H.	Use dialogue in narratives to convey character or advance the action. Use a range of devices to build cohesion within and across paragraphs:								
ITION: PUR AUDIENCE	 link ideas using adverbials of time, place and number; 								
	 link ideas using tense choices (e.g. he had seen her before instead of he saw her before). 								
COMPOSI	Make choices in drafting and revising writing, showing understanding of how these								
00	enhance meaning. Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb								
	agreements, ter	nse use).							
	Select	use a range of verb forms, particularly the perfect, to mark relationships of time and cause.							
~	appropriate	use modals and adverbs to indicate possibility.							
GRAMMAR	grammar and vocabulary to	convey complicated information concisely by using pre- and post- modification of nouns, including relative clauses.							
.RAV	change and								
O	enhance meaning:	use a range of clause structures, sometimes varying their position within in the sentence for effect							
	D								
PZ		ences accurately throughout, using capital letters, full stops, question tion marks and the punctuation of direct speech							
PUNCTU ATION	Indicate parenthesis using brackets, commas or dashes.								
₫ `	Use punctuation to ensure meaning is clear, particularly commas for clarity. Spell correctly words that have been previously taught, including								
NO.	 common exception words from KS1; 								
RIPT	Year 3/4 statutory words;previously taught homophones.								
TRANSCRIPTION	Make good attempts at, and check the spelling of, some uncommon or more ambitious				1	1	1		
TR	vocabulary. Maintain legibility in joined handwriting when writing at speed.								
GREAT	FR DEPTH (VA)	Reginning to							
	TER DEPTH (Y6) Beginning to Write effectively for a range of purposes and audiences, selecting language that shows								
NO H	good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).								
OSIT	In narratives, describe settings, characters and atmosphere.								
COMPOSITION: PURPOSE &	Integrate dialogue in narratives to convey character and advance the action. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and								
	use a range of C	ievices to build conesion (e.g. conjunctions, adverbials of time and	1	1	1	1	1	1	