The Romero Catholic Academy
Nurturing the Talent of Tomorrow

Year 5 Writing Indicators								
Name: **School:**								
A Child Working Towards the Expected Standard Can:								
Write for a range of purposes with features appropriate to the genre								
Describe settings and characters with increasing awareness of the reader								
Use dialogue, signalled by inverted commas and has an awareness of some of the other punctuation used in speech								
Use organisational and presentational devices that are relevant to the text type e.g. headings, bullet points, underlining etc.								
Create cohesion between paragraphs and across sentences by using simple devices such as time adverbials (i.e. later) place adverbials (i.e. nearby) and number (i.e. secondly)								
Use the full range of punctuation from previous year groups (i.e. Capital letters, full stops, exclamation marks, question marks, commas for lists, apostrophes for contractions)								
Spell correctly most words from the Year 3 and 4 spelling list								
Write with mostly maintained legibility in joined handwriting								
A Pupil Working At the Expected Standard Can:								
Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing)								
In narratives, develops characters and settings using descriptive devices (e.g. similes, metaphors, personification, descriptive sentences)								
Use a range of techniques throughout their writing to entertain the reader and create fluency within their writing i.e. use a range of sentence types, experiment with clause structures including relative clauses								
Write sentences that are grammatically accurate								
Use verb tenses consistently and correctly throughout their writing								
Use a range of devices to build cohesion (e.g. pronouns, adverbials of time and place, conjunctions, synonyms) within paragraphs								
Use adverbs and modal verbs to indicate degrees of possibility								
Ensure that basic sentence level punctuation is always used accurately throughout their piece of writing (i.e. full stops, capital letters, question marks and exclamation marks)								
Use dialogue to advance action, which is punctuated mostly correctly								
Use commas mostly correctly, this includes using commas for lists, after fronted adverbials and to separate clauses in sentences								
Proof read and edit work independently to enhance vocabulary and make corrections to errors in punctuation and spelling								
Evidence correct use of Year 5 spelling rules (e.g. prefixes – il, ir, re, sub, inter, anti, auto; suffixes – ly, ation, ous)								
Spell many complex homophones correctly e.g. affect/effect, practice/practise etc.								
Write with mostly maintained legibility in joined handwriting								

The Romero Catholic Academy
Nurturing the Talent of Tomorrow

Year 5 Writing Indicators								
Name: **School:**								
A Child Working At the Expected Standard Can:								
Write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing)								
In narratives, develops characters and settings using descriptive devices (e.g. similes, metaphors, personification, descriptive sentences)								
Use a range of techniques throughout their writing to entertain the reader and create fluency within their writing i.e. use a range of sentence types, experiment with clause structures including relative clauses								
Write sentences that are grammatically accurate								
Use verb tenses consistently and correctly throughout their writing								
Use a range of devices to build cohesion (e.g. pronouns, adverbials of time and place, conjunctions, synonyms) within paragraphs								
Use adverbs and modal verbs to indicate degrees of possibility								
Ensure that basic sentence level punctuation is always used accurately throughout their piece of writing (i.e. full stops, capital letters, question marks and exclamation marks)								
Use dialogue to advance action, which is punctuated mostly correctly								
Use commas mostly correctly, this includes using commas for lists, after fronted adverbials and to separate clauses in sentences								
Proof read and edit work independently to enhance vocabulary and make corrections to errors in punctuation and spelling								
Evidence correct use of Year 5 spelling rules (e.g. prefixes – il, ir, re, sub, inter, anti, auto; suffixes – ly, ation, ous)								
Spell many complex homophones correctly e.g. affect/effect, practice/practise etc.								
Write with mostly maintained legibility in joined handwriting								
A Child Working At Greater Depth within the Expected Standard Can:								
Consistently produced sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes								
Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace								
Consistently link ideas across paragraphs								
Proof read their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements								
Use brackets, dashes or commas to indicate parenthesis								
Use commas consistently to clarify meaning or to avoid ambiguity								
Spell most words correctly form the Year 5/6 statutory spelling list								