



Aspire, Believe, Succeed

## Writing Standards File

### Year 5 Writing

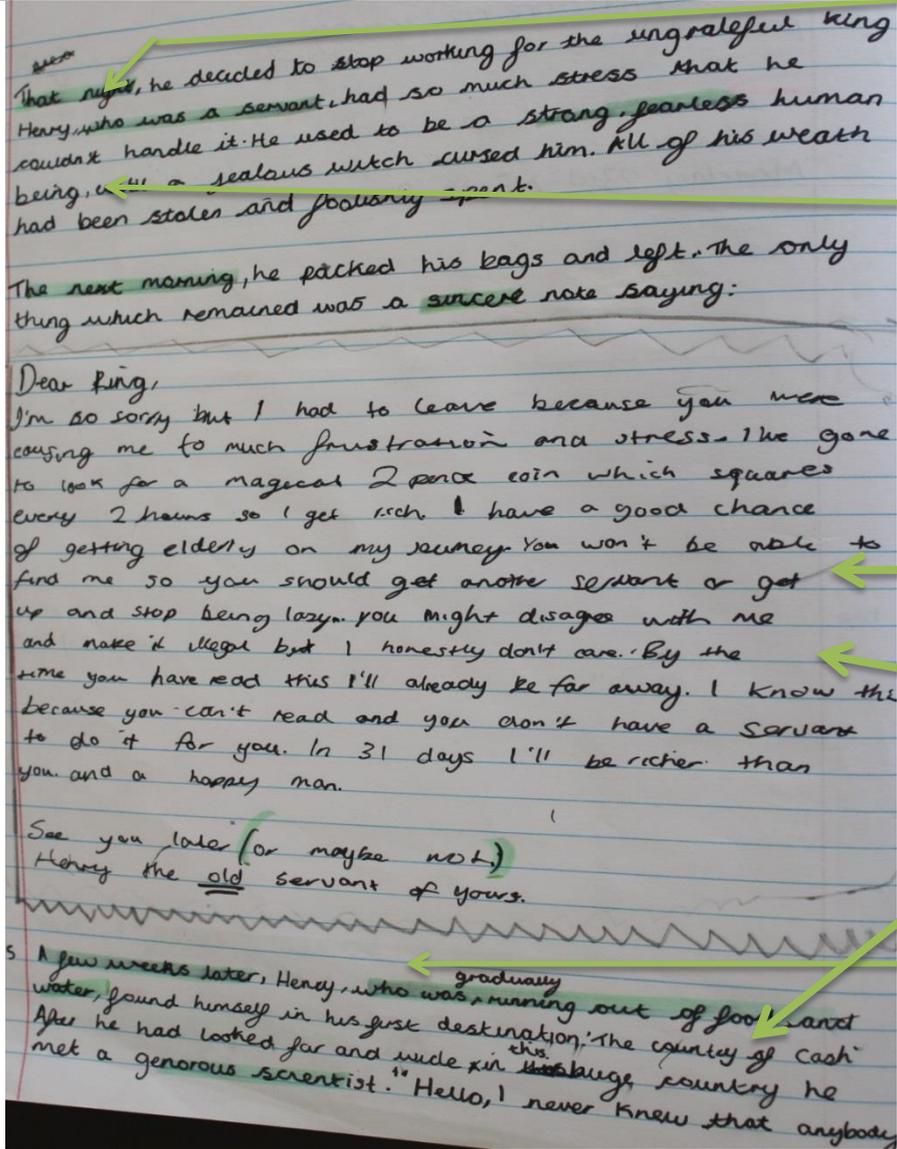
KPIs	Performance Standard
<p><b>Composition</b>            Identifies the audience for, and purpose of, the writing            Selects the appropriate form and uses other similar writing as models for their own            Proof-reads for spelling and punctuation errors            Ensures the consistent and correct use of tense throughout a piece of writing            Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)            Describes settings, characters and atmosphere</p> <p><b>SPaG</b>            Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)            Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)            Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly)            Uses commas, brackets and dashes to clarify meaning or avoid ambiguity            To use relative pronouns and relative clauses in writing.</p> <p>Handwriting should be consistently joined and regular in size.</p> <p>Spells some words from the Year 5 word list (English appendix 1) correctly.</p> <p>Spells some words that use the following word endings correctly. (cious, tious, cial, tial, ance/ancy, ent, ence/ency, able/ably, ible, ibly).</p> <p>Joins some prefixes to words using hyphens correctly where appropriate.</p> <p>Spells further homophones correctly as per English appendix 1.</p>	<p style="text-align: center;"><b>With reference to the KPIs</b></p> <p>By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• structure and organise a range of texts effectively for different purposes;</li> <li>• use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing;</li> <li>• use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing;</li> <li>• write effective descriptions;</li> <li>• apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading; and</li> <li>• select a handwriting style appropriate to the task.</li> </ul> <p>A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters</p>

KPIs exemplified:

- Ensures the consistent and correct use of tense throughout a piece of writing
- Indicates degrees of possibility using modal verbs
- Uses commas (brackets/ dashes) to clarify meaning or avoid ambiguity
- Selects the appropriate form and uses other similar writing as models for their own

Context:

The children had written a poem about going on a journey. Their task was to convert this poem to narrative. They read the poem 'Eldorado' by Edgar Allan Poe. SPaG teaching prior to this included relative clauses and commas for parenthesis. Before they published their work they proof read and edited. This is an extract from this child's writing.



That night, he decided to stop working for the ungrateful king Henry, who was a servant, had so much stress that he couldn't handle it. He used to be a strong, fearless human being, but a jealous witch cursed him. All of his wealth had been stolen and poisoning spent.

The next morning, he packed his bags and left. The only thing which remained was a sincere note saying:

Dear King,  
I'm so sorry but I had to leave because you were causing me to much frustration and stress. I've gone to look for a magical 2 pence coin which squares every 2 hours so I get rich. I have a good chance of getting elderly on my journey. You won't be able to find me so you should get another servant or get up and stop being lazy. you might disagree with me and make it illegal but I honestly don't care. By the time you have read this I'll already be far away. I know this because you can't read and you don't have a servant to do it for you. In 31 days I'll be richer than you and a happy man.

See you later (or maybe not.)  
Henry the old servant of yours.

A few weeks later, Henry, who was gradually running out of food and water, found himself in his first destination, 'the country of cash'. After he had looked far and wide in <sup>this</sup> huge country he met a generous scientist. "Hello, I never knew that anybody

Fronted adverbial , followed by comma

Modal verb indicates degree of possibility

Uses organisational and presentational devices to structure text and to guide the reader

Select a handwriting style appropriate to the task (see below).

Relative pronoun 'who' begins relative clause

Commentary:

This child made the decisions independently about how to present the writing and chose to include the letter within his narrative text. This is a technique he had seen in previous text that he had been reading. He knew that the character who wrote the letter within his narrative was rushing when he wrote it, so he changed the handwriting style accordingly. He confidently structures his sentences using fronted adverbials and relative clauses as part of his writing style. He chooses the appropriate form for this text type.

KPIs exemplified:

Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)

Uses commas, brackets, dashes to clarify meaning or avoid ambiguity

Context:

In our history lessons the children were learning about Anne Frank's diary. We discussed the importance of this book as an historical document and the justification for this. The children had the opportunity to read an example of an explanation before planning and writing their own. Having a list of presentational and structural features that can be used in Non Fiction texts, they were given the autonomy to make decisions about which ones they would use in their writing. This is an extract from this child's text.

	<p>Proof reads and Self corrects</p> <p>Independent decision to use bullet points to structure text to enhance meaning.</p> <p>Brackets for parenthesis</p>
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Commentary:

This child has independently chosen to use bullet points to structure her writing. She is able to join her handwriting and uses a handwriting style that is suitable to the task. This piece of writing included a heading and sub headings. She uses brackets for parenthesis independently and proof reads her work to check for spelling, punctuation and grammar errors. The child proof read and changed 'data about' into 'insights into'.

**KPIs exemplified:**

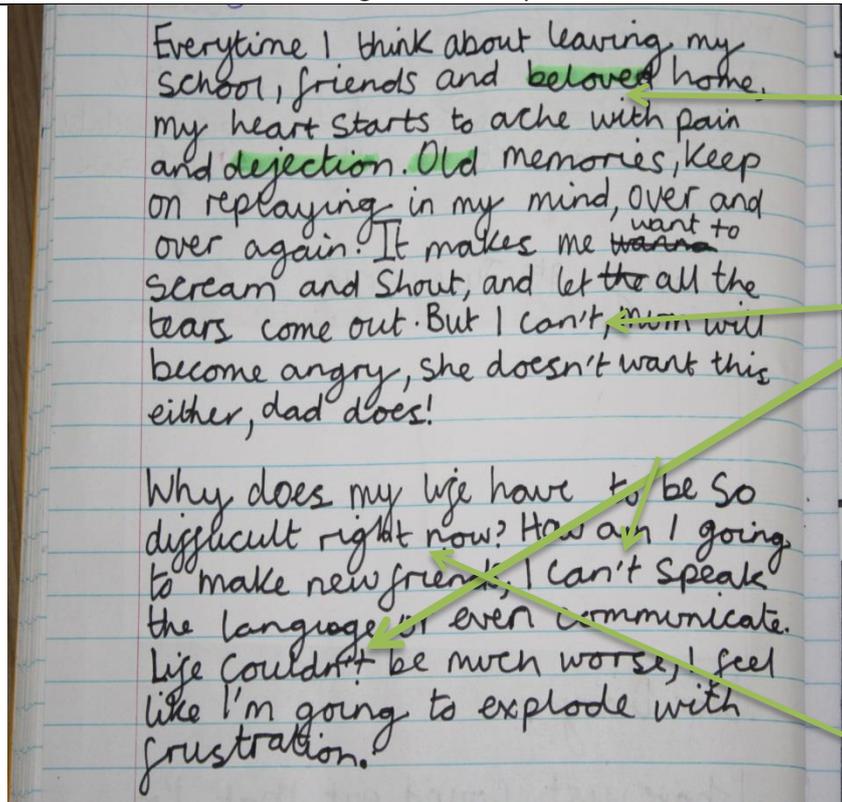
Describes characters and atmosphere.

Uses commas to clarify meaning or avoid ambiguity

Ensures the consistent and correct use of tense throughout a piece of writing

**Context:**

In our English lessons we were developing composition and effect. The child is writing from the viewpoint of a character who is going to move away, leaving their friends and family behind. The children were challenged to encapsulate the feelings of that character in this moment. During the introduction to the lesson the children were taught to use modal verbs and given a list of possible modal verbs to use. This is an extract.



Complex sentence, including list and more than one clause.

consistent and correct use of tense throughout a piece of writing

Modal verb

Commas used throughout consistently to clarify meaning within

Use of rhetorical questions to engage reader and create the effect of helplessness.

**Commentary:**

This child has been able to capture the frustration of this character, using rhetorical questions, modal verbs and commas to enhance meaning of and within sentences. She has written in the present tense and this is sustained throughout. Commas are used within lists, to avoid ambiguity and for parenthesis. The writer uses multi- clause sentences which add to the overall effect of the text. The writer is aware of the reader and addresses this through rhetorical devices.

## Writing Standards File Year 5

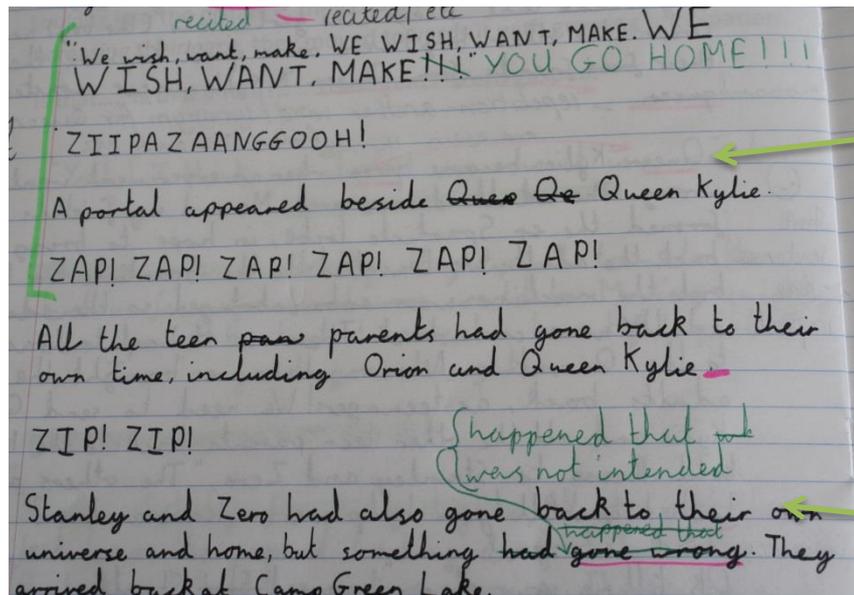
KPIs exemplified:

Proof-reads for spelling and punctuation errors

Identifies the audience for and purpose of the writing

Context:

Writing narrative. Independent work. The children were asked to write an additional chapter for 'Holes' by Louis Sachar. This is a very short extract from this writer's second draft, which had been proof read and edited by the child.



handwriting style  
appropriate to the task

Use of Capitalisation- to  
create a desired effect  
on the reader

Proof-reads for  
spelling and  
punctuation errors.  
Self corrects grammar  
errors/ improvements.

Commentary:

This child confidently manipulates the use of capitalisation for effect. She knows the effect she is creating for the reader and how to achieve that effect. Punctuation and line breaks are used confidently to create a certain effect for the reader. The writer is clearly in control of the overall direction of the text and has used organisational and presentational devices to guide the reader through the story. The child edited and changed 'gone wrong' to 'happened that was not intended'.



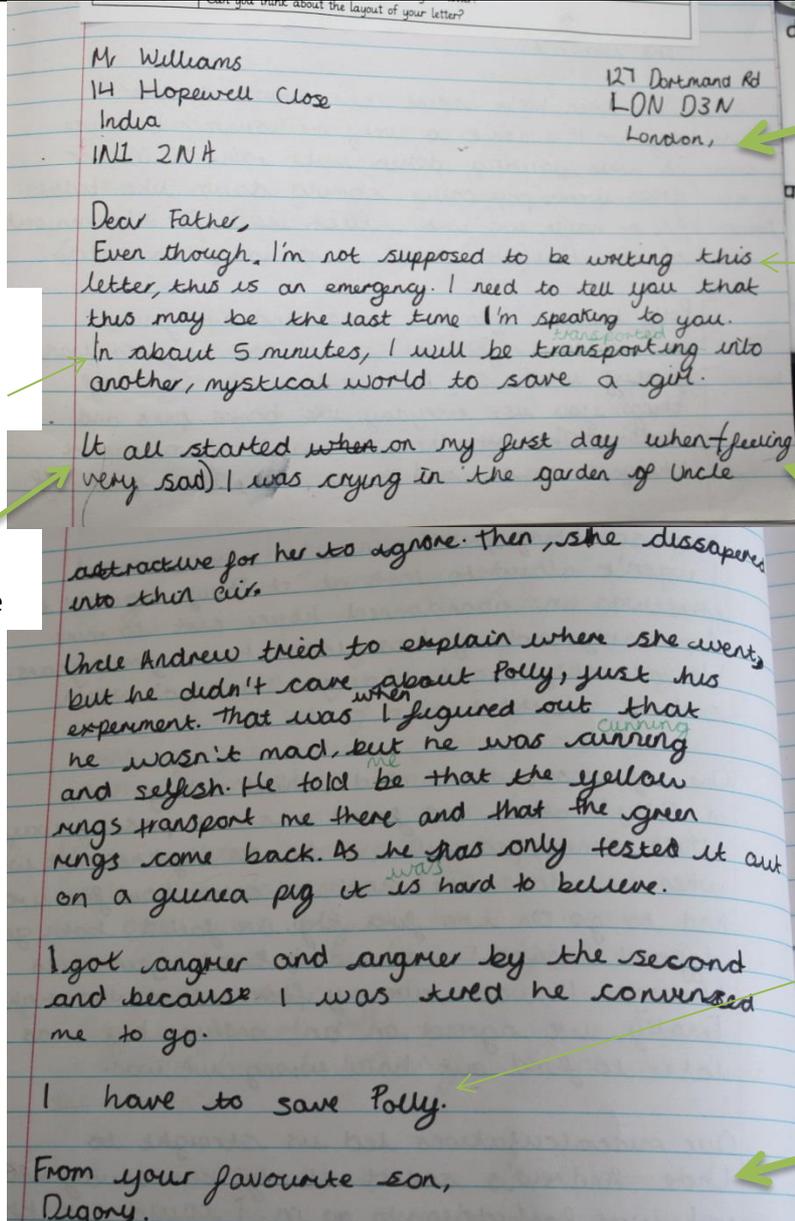
KPIs exemplified:

Identifies the audience for, and purpose of, the writing

Selects the appropriate form and uses other similar writing as models for their own

Context:

The children were set the challenge a write a letter in character as Digory from the Magician's Nephew. The children wrote this letter towards the end of the unit. Prior SPaG lessons covered brackets and dashes for prethesis. This sample shows the beginning and ending of the letter which was 3 sides long in total and was completed in one writing session!



Appropriate form selected for text type

Emotive language used in introduction to hook the reader

Brackets for parenthesis

Short sentence for impact

Appropriate form selected to conclude

Fronted adverbial

Builds suspense

Commentary:

This child is confident in the structure of this text type and can use the form to start and finish appropriately. He uses devices to engage the reader such as the emotive opener and suspense writing. He is confident in the use of punctuation for parenthesis. He varies the length and structure of his sentences and includes short sentences for impact.

KPIs exemplified:

Uses commas to clarify meaning or avoid ambiguity

Identifies the audience for and purpose of the writing

Context:

The child was writing their own version of narrative based on the Percy Jackson series. Having been taught to select a range of vocabulary and how to structure/ present a narrative text, we used the original text for ideas and as a model. This is an extract from the child's text.

Adverbial  
opener to  
paragraph

Modal  
verbs offer  
degree of  
possibility

WOOSHSHH!

A light appeared.

Chapter 4 - I <sup>Hunter</sup> beo become a Huntress of Artemis

Out of the light came a person. A woman (wearing silver). I recon recognised who she was. She was Artemis (the Goddess of the Hunt).

"Thalia Grace, I have seen your mighty battle with the most feared creature on ~~Ear~~ Earth (the Nedead). I want you to become a Hunter. You will become immortal but you can never have an affair with men. You must stay as a maid. To ~~pledge~~ pledge to me say these words," spoke Artemis with confidence in her voice, "I pledge to thee, Artemis, the Goddess of the Hunt."

"I pledge to thee, Artemis, Goddess of the Hunt!" I replied whilst kneeling on the floor.

"Come home now, child," Artemis said softly.

I gladly went towards her. I thought this was the end of ~~monk~~ monsters...

But I was wrong. It was only just the ~~beginning~~ beginning...

Use of commas to make meaning clear, brackets for parenthesis

Consistent, correct punctuation of dialogue

Ending of narrative is structured and organised effectively for its purpose and shows awareness of reader. Use of ellipsis for effect

Commentary:

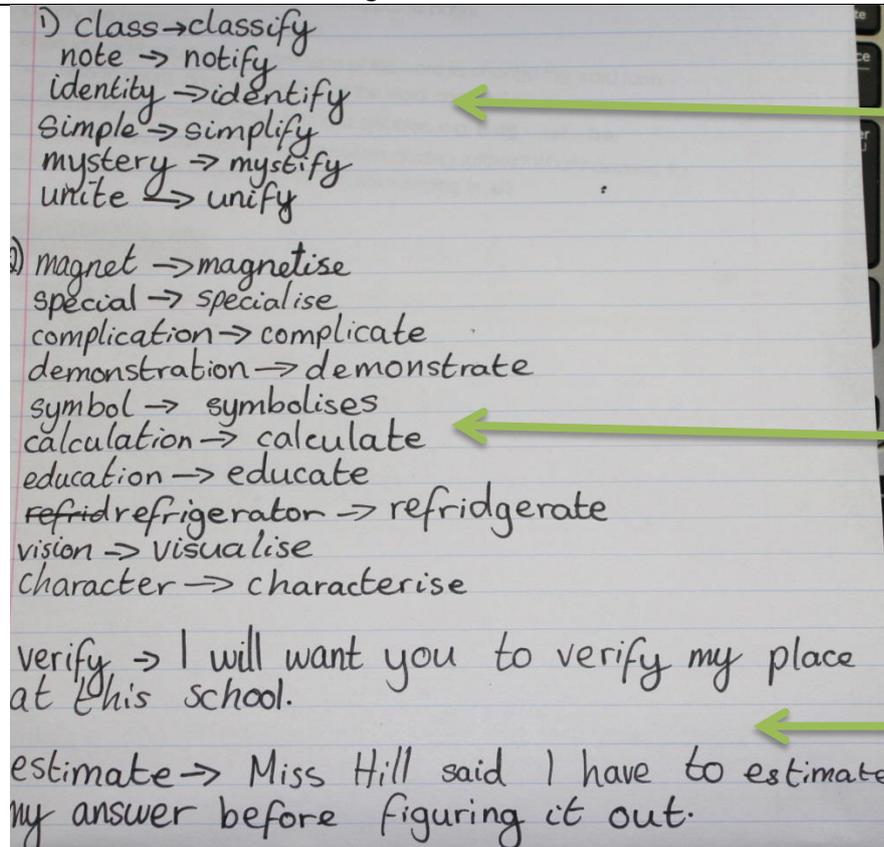
The child confidently manipulates the reader using modal verbs, commas to enhance structure and suspense to engage the reader. The child consistently uses a variety of sentence structures, including adverbial openers. Dialogue is used effectively to support characterisation and plot and is always punctuated perfectly.

KPIs exemplified:

Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)

Context:

During a grammar lesson the skill of changing words using suffixes was taught. The children completed the activity below. Then later in context the children used words using these spelling rules in context in their writing.



1) class → classify  
note → notify  
identity → identify  
simple → simplify  
mystery → mystify  
unite → unify

2) magnet → magnetise  
special → specialise  
complication → complicate  
demonstration → demonstrate  
symbol → symbolises  
calculation → calculate  
education → educate  
refridrefrigerator → refridgerate  
vision → visualise  
character → characterise

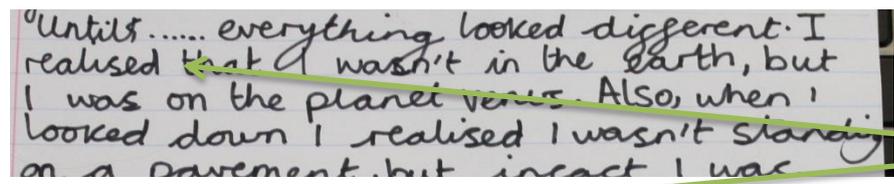
verify → I will want you to verify my place at this school.

estimate → Miss Hill said I have to estimate my answer before figuring it out.

Nouns to verbs using -ify

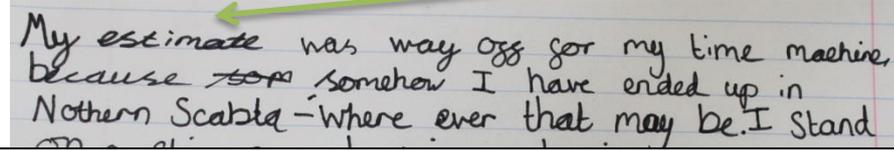
Nouns to verbs using -ise, -ate

Nouns to verbs using -ise, -ate



Until..... everything looked different. I realised that I wasn't in the earth, but I was on the planet venus. Also, when I looked down I realised I wasn't standing on a pavement, but in fact I was

Applying in context



My estimate was way off for my time machine, because ~~so~~ somehow I have ended up in Northern Scabta - where ever that may be. I stand

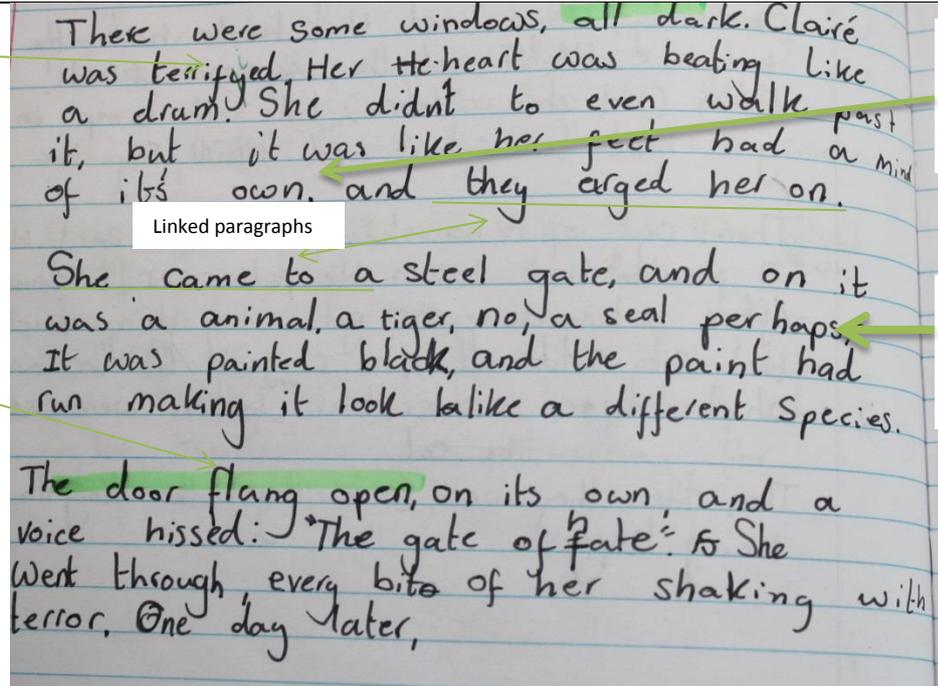
Commentary:

The children are able to use these words and this spelling rule in context.

KPIs exemplified:  
Describes settings, characters and atmosphere  
Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)

Context:  
During our English lessons, the children were asked to write the missing chapter from 'Room 13' by Robert Swindells. This is an extract from the text that the writer produced. In this extract the writer is describing the setting.

Evidence of proof reading and editing



Uses commas to clarify meaning or avoid ambiguity

Indicates degrees of possibility using adverbs

Adverbial phrase chosen for effect

Commentary:  
This text is structured into paragraphs and the writer has linked the paragraphs with subtlety. The adverbs 'perhaps' is used to indicate degrees of possibility. The writer is able to proof read and identify spelling errors. Adventurous adverbial phrases are selected to add to the overall effect.