

Year 5 Writing – Key Performance Indicators



Year 5	Evidence collection						
Working towards the expected standard							
Write for range of purposes							
Use paragraphs to organise ideas.							
In narratives, describe settings and characters.							
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub headings, bullet points)							
Use the range of punctuation taught up to and including y2 correctly and some of the punctuation taught in Y3 and Y4.							
Spell correctly common exception words and many words from the year 3/ year 4 spelling list.							
Write legibly.							
Year 5	Evidence collection						
Working at the expected statements							
Write for a range of purposes and audiences and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing).							
In narratives, describe settings, characters and atmosphere.							
Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description.							
Select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)							
Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns; synonyms), in much of their writing.							
Use verb tenses consistently and correctly throughout most of their writing.							
Use the range of punctuation taught up to and including Y5 mostly correctly (e.g. commas separating clauses, punctuation for parenthesis).							
Spell correctly words from learning in previous year groups and some words from the year 5 / year 6 spelling list, using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary.							
Write legibly, fluently and with increasing speed.							

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Year 5	Evidence collection						
Working at greater depth within the expected standard							
Begin to select the appropriate form and draw on what they have read as model for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)							
Choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect.							
Sustain and develop ideas within paragraphs.							
Begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing (e.g. contractions in speech).							