



Name		Class of	
Writing: Planning & Assessment Y5			
Statements	6-9	10-15	16-19
Attainment	Year 5 Emerging	Year 5 Developing	Year 5 Secure

Y5 Writing- 21 statements and 8 KPIs		Which pieces of writing/date can the evidence be found?		
1	Can produce well-structured and organised writing, which follows conventions in layout.			
2	<u>Can use the appropriate informal or formal style with confidence (e.g. conversational, standard English)</u>			
3	Can choose the correct audience and purpose for a piece of writing and use this accurately.			
4	<u>Can select from a wide range of known, imaginative and ambitious vocabulary, (should be words that are not usually used by a child of that age). Vocabulary must also be used precisely, with spelling almost always correct.</u>			
5	<u>Can use paragraphs consistently and appropriately.</u>			
6	<u>Can extend sentences using more sophisticated conjunctions (e.g. although, however, nevertheless, despite, contrary to, even though). Experiments with moving conjunction to start of sentence.</u>			
7	Can use different techniques to conclude work appropriately, (e.g. opinion, summary, clear resolution to a story).			
8	<u>Can consciously open sentences in a wide range of ways for interest and impact, (e.g. verbs, adverbs, prepositions, adverbial phrases).</u>			
9	<u>Can use complex sentence structures correctly. (e.g. sub-ordinate clauses, expansion before or after the noun).</u>			
10	Can use a wider range of punctuation, almost always accurately, including 3 or more of the following (as appropriate to the text): comma, apostrophe, bullet points, inverted commas, hyphen, brackets, colon or semi-colon.			
11	Can choose punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).			
12	Can write neatly, legibly and accurately in a flowing, joined, style.			
13	Can spell accurately in all but the most complex words, most of the Y5 High Frequency Words and the Year 5 words in the NC Appendix 1.			
14	Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child).			
15	Can use a range of techniques with confidence to interweave elements, (e.g. Narrative - action, dialogue, suspense. Non-fiction – quotations, formal tone, facts, observations).			
16	<u>Can vary sentence length and word order confidently to sustain interest.</u>			
17	Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, underlining, parenthesis, introduction).			
18	<u>Can use literary features for effect, (e.g. alliteration, onomatopoeia, figurative language, metaphors, similes).</u>			
19	Can interweave implicit and explicit links between sections.			
20	Can consciously use punctuation to show a division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide.			
21	Can show confident and established 'voice.'			

