

Writing Standards File

Year 5 Writing

KPIs	Performance Standard
<p>Composition 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>SPaG 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 words 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 hiphens correctly where appropriate.</p> <p>Spells further homophones correctly as per English appendix 1.</p>	<p style="text-align: center;">With reference to the KPIs</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"> • structure and organise a range of texts effectively for different purposes; • use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing; • 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; • write effective descriptions; • apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading; and • select a handwriting style appropriate to the task. <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>

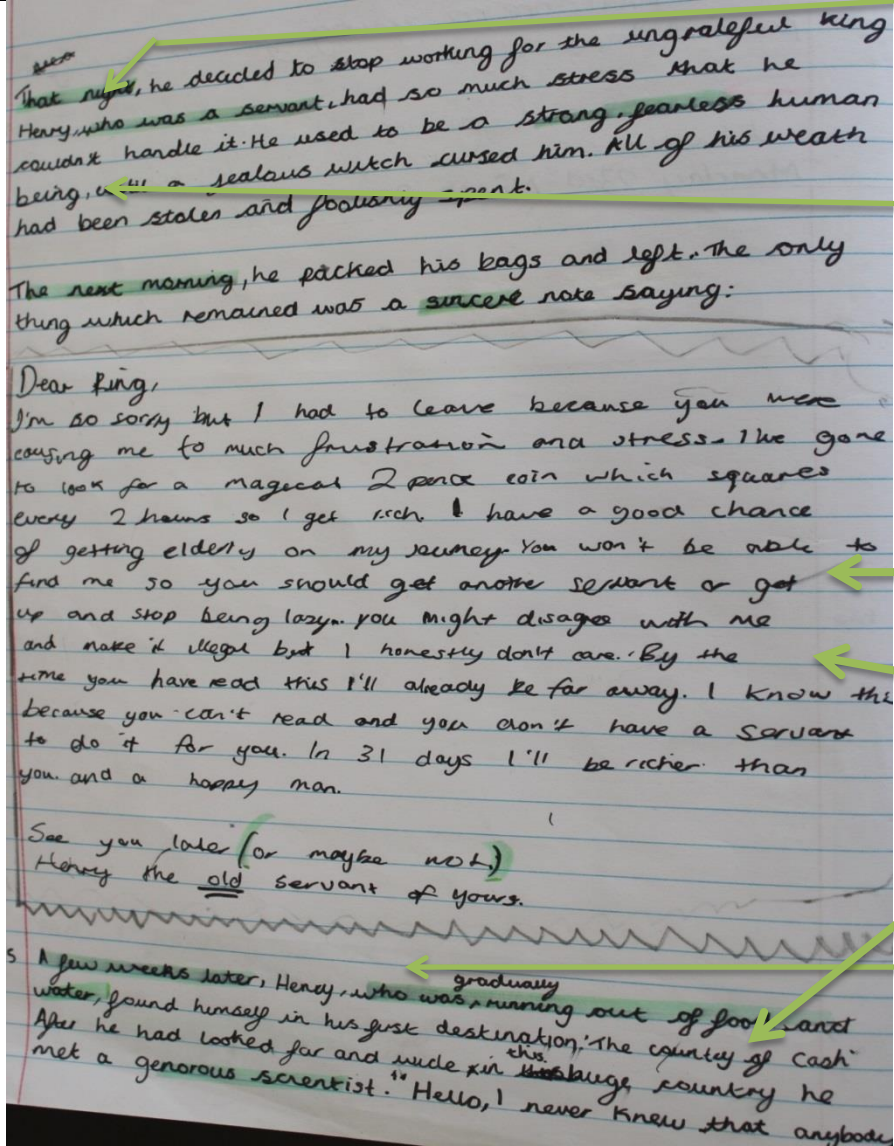
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KPIs exemplified:

- 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.



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.

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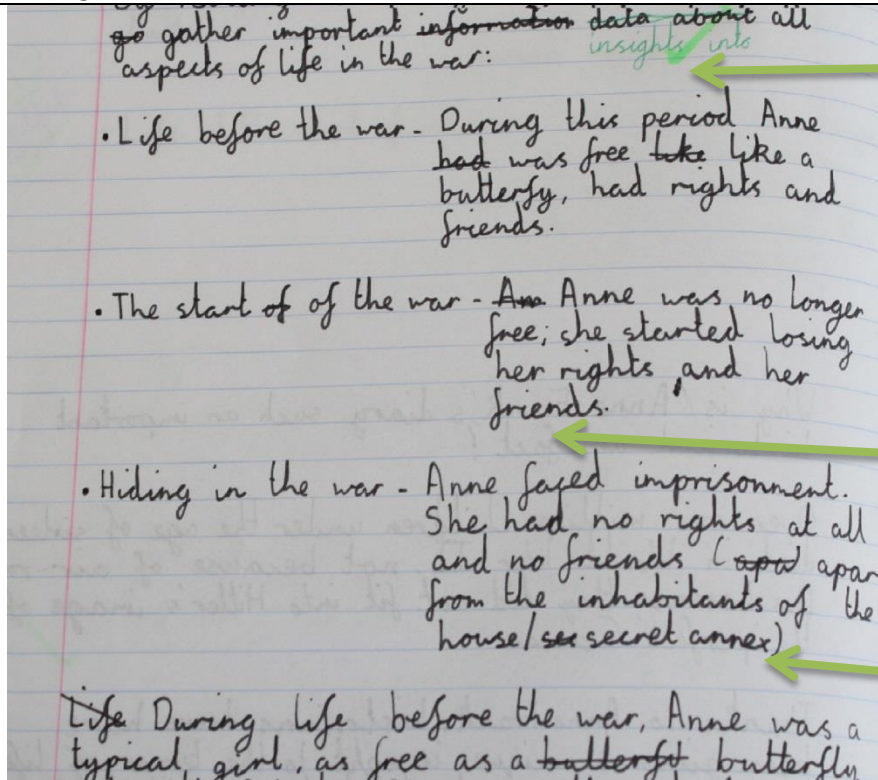
KPIs exemplified:

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.



Proof reads and Self corrects

Independent decision to use bullet points to structure text to enhance meaning.

Brackets for parenthesis

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'.

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KPIs exemplified:

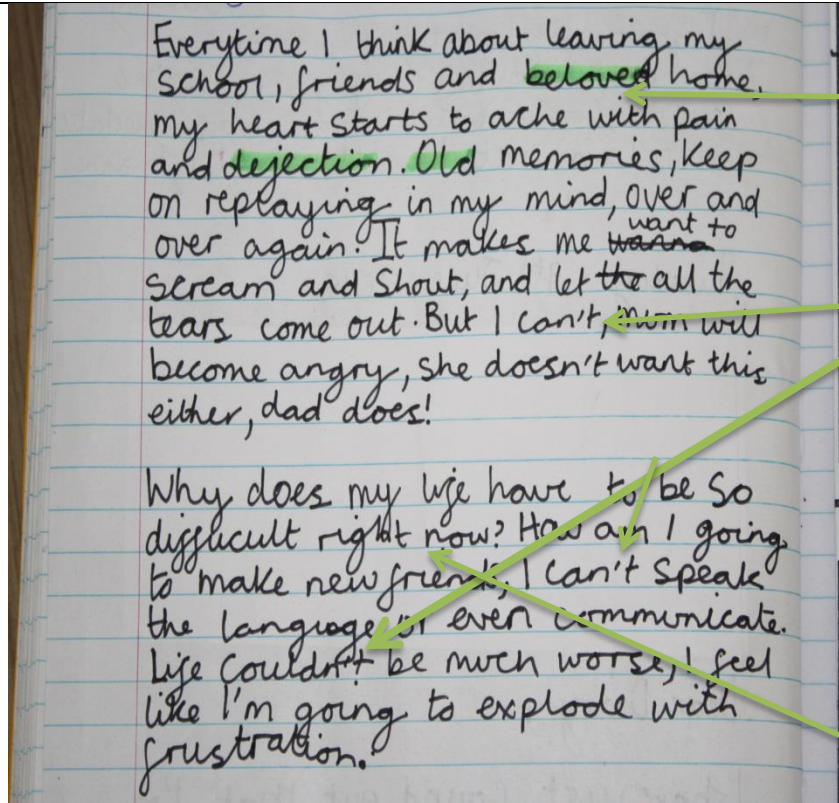
Describes characters and atmosphere.

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.

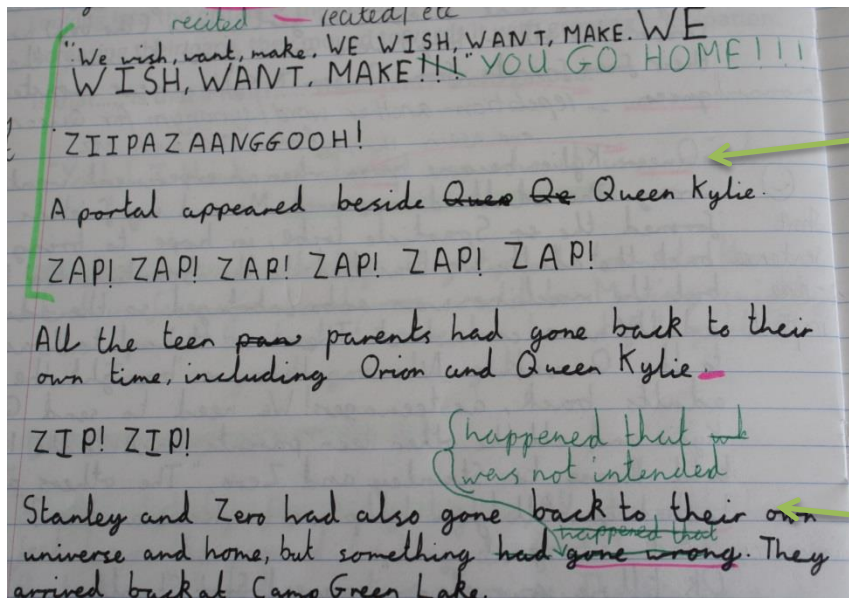
Commentary:

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.

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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'.

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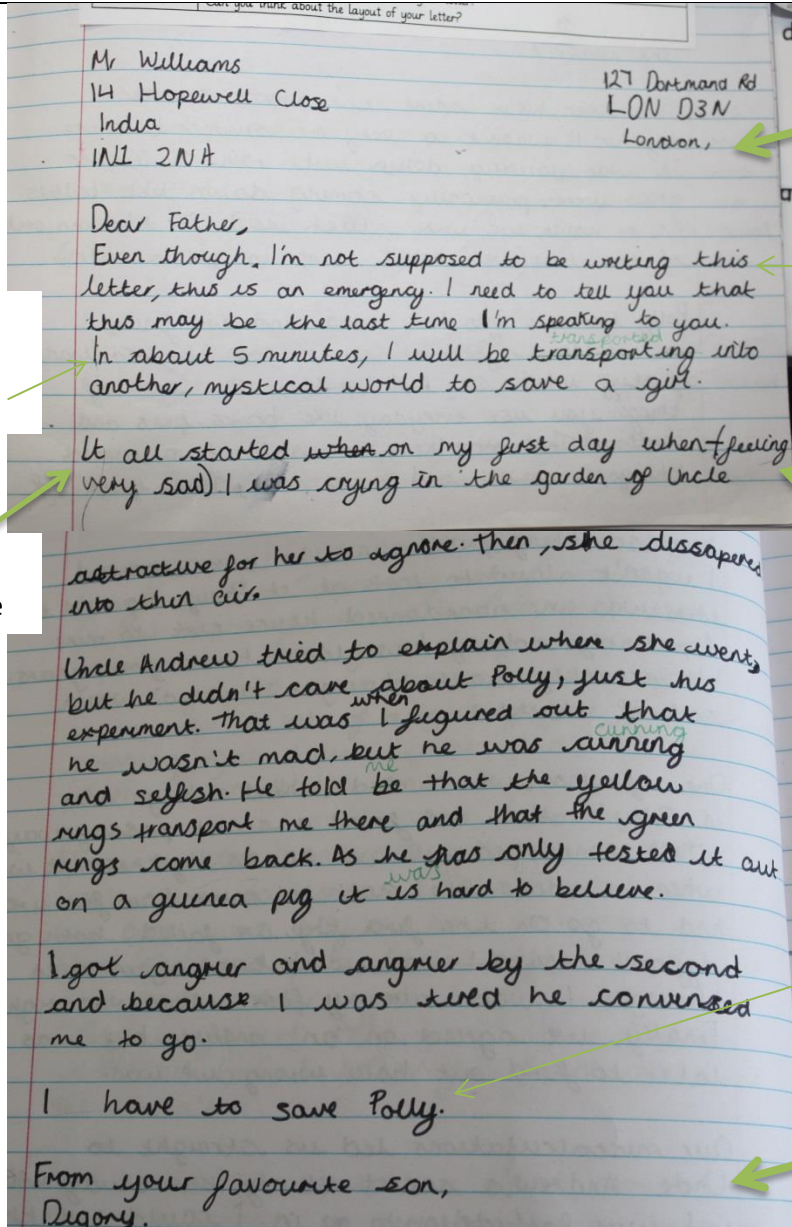
KPIs exemplified:

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

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

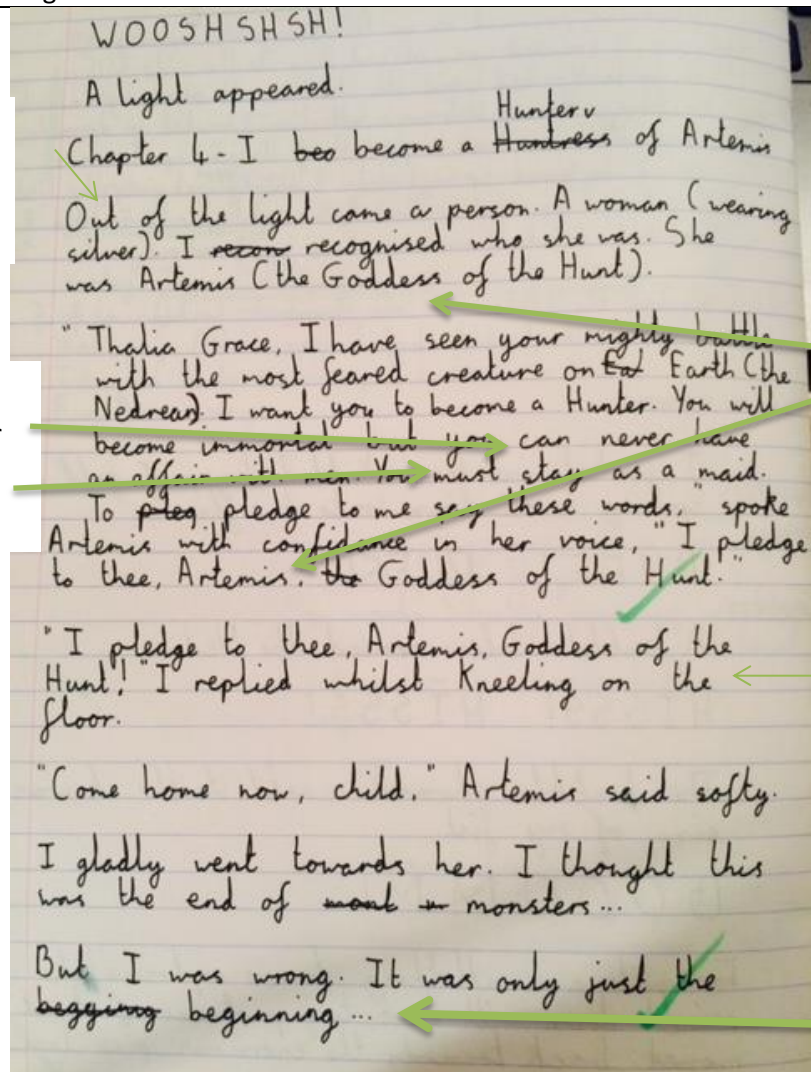
Identifies the audience for and purpose of the writing

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



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.

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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 Scotland - where ever that may be. I stand

Commentary:

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

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KPIs exemplified:

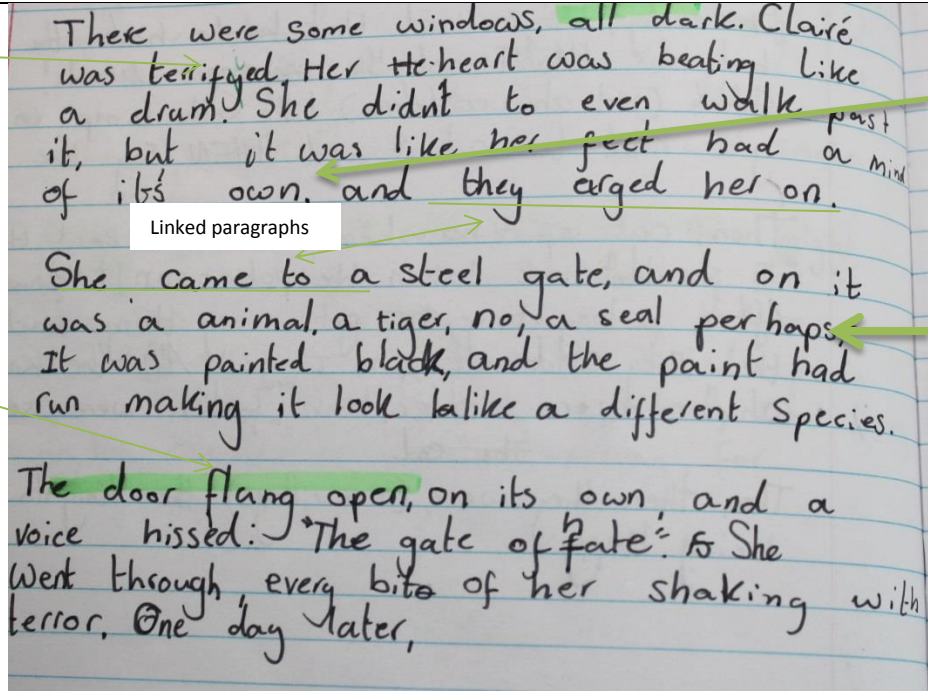
Describes settings, characters and atmosphere

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.