

YEAR 5- Expected Standards

	Aut 1	Aut 2	Sp 1	Sp 2	Su 1	Su 2
Date of Assessment						
Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks						
I can adapt my writing for specific audiences and purposes, using the correct features and structure matched to the text type we are working on (I can attempt to give opinion, interest or humour through detail)						
<ul style="list-style-type: none"> I can develop characters through action and dialogue I can provide specific detail to inform or explain 						
I can establish a viewpoint as the writer through commenting on characters, events or information						
I can use grammar and vocabulary to create an impact on the reader						
I can proof read and edit my work to check for errors in spelling, punctuation and grammar						
I can use the correct tense						
I can use my paragraphs/sections to group similar information or events and label these with headings where appropriate						
I can establish links between paragraphs						
I can use relative clauses (starting with who, that, which, whose, where or when)						
I can use more sophisticated conjunctions to give order/emphasis						
I can use modal verbs to indicate a degree of possibility						
I can use subordinate clauses to create complex sentences						
In my writing, nouns and tenses always agree						
I can vary sentence structure and length depending on the purpose.						
I can use commas, brackets and dashes to add extra information to a sentence mostly correctly						
I can use commas to separate clauses and make meaning clear						
Greater Depth						
I can develop characters through action and dialogue to advance events in narrative writing						
I can use a wide range of clause structures, sometimes varying their position within the sentence (as, if, whenever, although, despite, who, which, -ing opener, -ly opener)						
I can sometimes use semi-colons and colons within a list						