

Local Authority Teacher Moderation Framework at the end of Year 5 - Writing

Working towards the expected standard The pupil can:	SAMPLES					
	1	2	3	4	5	6
• Write narratives with details provided for setting and character, including some use of figurative language.						
• Signpost the reader through non-fiction by using a variety of organisational devices for clarity.						
• Use of paragraphs is consistent across the range.						
• More varied tenses used eg perfect form, modal, progressive.						
• Use of punctuation for direct speech mostly correctly.						
• Use of comma to mark clauses sometimes.						
• Extends sentences using a range of conjunctions appropriate to the genre.						
• Edit work on the run.						
• Spell some words from the Year 5/6 list correctly.						
• Writing is joined and legible.						
Working at the expected standard The pupil can:						
• Write narratives with a well structured plot to engage the reader.						
• Make use of figurative language for effect.						
• Explore different formats to present non-fiction for reader appeal.						
• Select vocabulary more precisely, especially more sophisticated synonyms.						
• Some use of fronted adverbials to add interest, followed by a comma.						
• Use of punctuation for direct speech is accurate, including commas.						
• Vary sentence starters considering the placement of subordinating clauses.						
• Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (eg first person in a diary, direct address in instructions or persuasion).						
• Some correct use of commas for clauses and for some parenthesis, including commas, brackets and dashes.						
• Use a range of devices to build cohesion (eg conjunctions, adverbials, pronouns, synonyms) within and across paragraphs.						
• Use verb tenses consistently and correctly throughout their writing.						
Working at greater depth within the expected standard The pupil can:						
• In narratives, describe settings, characters and atmosphere.						
• Integrate dialogue in narratives to convey character and advance action.						
• Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg using contracted forms in dialogue, passive use of verbs, using modal verbs to suggest degrees of possibility).						
• Use the range of punctuation taught at key stage 2 mostly correctly (eg inverted commas and other punctuation to indicate direct speech).						
• Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.						
• Maintain legibility in joined handwriting when writing at speed.						