

**Ellingham C of E Primary School**  
**Year 5 Assessment Expectations**  
**Writing**

End of Term 1	End of Term 2	End of Term 3
I sometimes use simple shades of meaning to emphasise or intensify (e.g. quite large)	I use adverbs to make meaning more precise, e.g. hugely successful.	I indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)
Sometimes I use relative clauses (beginning with: who, which, why, whose, where, that) e.g. Paula, who was the best footballer in school, scored the winning goal.	I can use relative clauses to: -add extra information for the reader: show what someone is thinking/explain the meaning of a word/emphasise a point/achieve economy in word choice. I am beginning to use relative clauses with an omitted relative pronoun e.g. Daisy, the farmer's daughter, milked the cow.	I usually use relative clauses with an omitted relative pronoun.
I am developing the range of subordinating conjunctions used within given examples and directed guided writing tasks: Contrast and Concession- although, despite, still, even though, whereas Cause and Reason - because, so that, as, since Time - whenever, while (Not always used correctly due to misunderstanding of meaning)	I continue to develop the range of subordinating conjunctions used and show greater understanding of meaning and accuracy in their selection.	I independently use a range of subordinating conjunctions.
I use short sentences for effect.	I can use some conjunctive adverbs within my writing, e.g. consequently, however, despite, furthermore, meanwhile, therefore	I vary my sentence length, e.g. short sentences for pace and tension and longer sentences for detail and description.
I sometimes use commas to mark phrases or clauses.	I usually use commas to mark phrases or clauses.	I use commas to clarify meaning and avoid ambiguity.
I usually follow punctuation rules for speech, e.g. He said, "Follow the rules!" I usually use a new line each time there is a new speaker	I mostly start a new line for a new speaker.	Sometimes I follow the correct rules for 'interrupted speech, e.g. "Come here quick," bellowed Jonny, "before it's too late!"
My parentheses are usually accurate when used for relative clauses e.g. The boy, who was wearing a raincoat, decided to go out in the atrocious weather. At home - where the fire was blazing - the mother began to tell the tale. The box (which was on the table) looked like it was full of presents. I understand how to use brackets to explain an abbreviation, e.g. HGV (Heavy Goods Vehicle)	I accurately use parentheses to indicate relative clauses and relative clauses with an omitted relative pronoun.	I accurately use brackets, dashes or commas to indicate parenthesis.
I can use devices to build cohesion within a paragraph (e.g. firstly, then, this demonstrates, subsequently, penultimately.)		I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) I can link ideas through tense choices e.g. he had seen her before
I mostly organise related events or ideas into paragraphs.	I can independently apply layout devices, e.g. line breaks, subheadings and diagrams.	I control content within paragraphs by e.g. use of topic sentences to open a new paragraph and the content of that paragraph develops this key idea e.g. Sarah screamed loudly as she was approached by the ominous figure. Slowly it crept towards her. Its hideous claws...
	My writing demonstrates that some content is selected to inform and engage the reader (this may not always be maintained.)	I have a growing awareness of reader needs and I am usually able to select content to inform and engage the reader.
		Viewpoint is considered but not always maintained through opinion, attitude and position, e.g. Mrs. Smith was feeling sad

		<i>because her fish had died. I don't want to go out to play if it is raining.</i>
		I can use new vocabulary (drawn from sources such as class discussions/lessons and their own reading) appropriately and effectively.
		In narratives, I describe atmosphere.
		I can précis longer passages
		I perform my own compositions, using appropriate intonation and volume so that meaning is clear.
		I am beginning to build in appropriate movement, e.g. hand gestures, an emphasising movement (a stamp, clap, click etc.)

Sentence Structure Punctuation Text Structure and Organisation Composition and Effect Performance