

	Year 5 Framework	Date								
Working Towards	Write effective and coherent narratives, drawing on their reading (and what they have heard) to inform the grammar and vocabulary of their writing, beginning to show awareness of the reader.	Writing to entertain								
		Writing to inform								
		Writing to persuade								
		Writing to discuss								
	Describe settings and characters.									
	Think aloud and record ideas.									
	Proof-read writing and make additions and revisions.									
	Use all punctuation taught at KS1 correctly and the punctuation taught throughout Yr 3/4 mostly correctly (inverted commas, apostrophes for contraction and possession).									
	Spell many of the Yr 3/4 words and begin to spell some of the Yr 5/6 words.									
Write legibly.										
Expected	Write effectively and coherently for a range of purposes and audiences, choosing a suitable writing model and showing good awareness of the reader.	Writing to entertain								
		Writing to inform								
		Writing to persuade								
		Writing to discuss								
	Describe settings, characters and atmosphere and integrate dialogue into plot.									
	Select appropriate grammar and vocabulary for the type of writing.									
	Use some devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns).									
	Use verb tenses consistently and correctly throughout their writing.									
	Use the range of punctuation taught up to Yr 5 mostly correctly.									
	Use of brackets, dashes or commas to indicate parenthesis									
	Use paragraphs to organise ideas, which are internally coherent and in a logical sequence.									
	In non-narratives, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).									
	Proof-read writing and make additions and revisions.									
Spell most words from the Yr 3/4 spelling list and some words from the Yr 5/6 spelling list. Spell homophones and use a dictionary when needed.										
Maintain legibility in handwriting when writing at speed.										
Greater Depth	Write effectively for a range of purposes and audiences, drawing independently on what they have read to influence their own writing (e.g. creating atmosphere, developing characters and using specific vocabulary for the context).  Writing should be controlled and vocabulary should be chosen appropriately to enhance meaning.	Writing to entertain								
		Writing to inform								
		Writing to persuade								
		Writing to discuss								
	Evaluate writing against a success criteria and propose appropriate changes to writing to improve fluency, grammar and vocabulary.									
	Use the passive voice to shift focus.									
	Spell many of the Yr 5/6 spelling list correctly and use a dictionary to spell unfamiliar words.									
Use the range of punctuation taught up to Yr 5 correctly and appropriately, and when necessary, use punctuation to enhance meaning.										
Use a wider range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns).										