

Year 5

Writing Teacher Assessment Framework

Working at Greater Depth within the Expected Standard

Pupil(s) are confidently and independently able to apply their knowledge:	
To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.	
To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.	
To regularly use dialogue to convey a character and advance the action.	
To proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.	
To consistently link ideas across paragraphs.	
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.	
To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
To use commas consistently to clarify meaning or to avoid ambiguity.	
To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	
To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronouns), e.g. <i>Professor Scriffle, who was a famous inventor, had made a new discovery.</i>	
To use brackets, dashes or commas to indicate parenthesis.	
To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	
To spell most verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	
To regularly convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.	
To spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.	
To spell most words correctly from the Y5/6 statutory spelling list.	
To write legibly, fluently and with increasing speed.	

To note;

- Each TAF has been created to link explicitly to the expectations set out in the 2014 English National Curriculum for Writing.
- Statements have been set out in colour-coded boxes: pink for composition; green for grammar and punctuation and blue for transcription.
- All of the statements are progressive within and across the year groups, and work on the expectation that the majority of pupils will be working on their own year group's aims. Consequently, the criteria for Working Towards for one year group is **not** the same as the criteria for Working at Greater Depth in the previous year group.