

Year 5

Writing Teacher Assessment Framework

Working Towards the Expected Standard

Pupil(s) are beginning to meet the following aims with support:	
To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.	
To select appropriate grammar and vocabulary to match the purpose and audience of their writing.	
To describe settings, characters and atmosphere with increasing awareness of the reader.	
To begin to use dialogue to convey a character and advance the action.	
To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	
To create paragraphs that are usually suitably linked (some transitions may be awkward).	
To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.	
To use the full range of punctuation from previous year groups.	
To begin to use commas to clarify meaning or to avoid ambiguity.	
To begin to use a wider 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 begin to experiment with relative clauses with support and modelling.	
To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	
To spell some verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	
To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify , criticise , etc.	
To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.	
To spell some 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.