

**Standards in Writing: YEAR FIVE**

**Taken from Chris Quigley's Depth of Learning and adapted to meet the needs of Ashdene Primary School.**



Standard	Cognitive Challenge	Nature of Progress	Typically Pupils Will...	Predominant Teaching Style
<b>Working Towards Expected Standard (WT)</b>	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
<b>Working at Expected Standard (WA)</b>	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
<b>Exceeding/Working in Greater Depth</b>	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring



## Assessment criteria for Writing: YEAR FIVE

**Note:** Independently or ‘without support’ means – Choosing to by oneself not when asked.

Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard	Working At The Expected Standard ( WA)	Exceeding The Expected Standard/Greater Depth (Exc)
<b>Composition</b>				
To write with purpose	Identify the audience for writing.	Expected standards not met	The audience for writing is identified.	Writing shows an awareness of the audience.
	Choose the appropriate form of writing using the main features identified in reading. [2], [10]		When structures are provided, writing is organised in line with its purpose. The main features of a type of writing are included.	The appropriate form of writing for its intended purpose is chosen. The main features of a type of writing are used, including the degree of formality. [2]
To use imaginative description	Use the techniques that authors use to create characters, settings and plots. [W2], [1]		Characters, settings and plots are successfully developed. [W2]	A good range of techniques, including adverbs, preposition phrases and expanded noun-phrases, is used to create characters, settings and plots. [1], [6]
	Create vivid images by using alliteration, similes, metaphors and personification.		Alliteration, similes, metaphors and personification are used appropriately.	Writing demonstrates a lively imagination, including the successful and appropriate use of alliteration, similes, metaphors and personification.
	Interweave descriptions of characters, settings and atmosphere with dialogue. [1]		Dialogue and descriptions of characters, settings and atmosphere tend to be in separate blocks.	There is some evidence of an attempt to interweave plot with descriptions of characters and settings. [1]
To organise writing appropriately	Guide the reader by using a range of organisational devices, including a range of connectives. [W3]		Organisational features are used appropriately. [W3]	Key organisational devices are used appropriately. Connectives are usually well chosen but may appear formulaic.
	Choose effective grammar and punctuation.		A growing awareness of effective grammar and punctuation is emerging.	Effective grammar and punctuation are often used.
	Ensure the correct use of tenses throughout a piece of writing. [11]		Tenses are generally used correctly throughout a piece of writing, although there are some exceptions.	Tenses are used correctly throughout a piece of writing.



Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard	Working At The Expected Standard ( WA)	Exceeding The Expected Standard/Greater Depth (Exc)
To use paragraphs	Write paragraphs that give the reader a sense of clarity. [W1]	Expected standards not met	Paragraphs may, at times, refer to previously introduced ideas, which may not mean absolute clarity for the reader. [W1]	Paragraphs generally make sense if read alone.
	Write paragraphs that make sense if read alone.		Paragraphs are beginning to make sense if read alone.	Paragraphs typically make sense if read alone.
	Write cohesively at length. [W1], [3]		Shorter pieces of writing are clear and cohesive but longer pieces may lack cohesion. [W1]	Pieces of writing, even longer pieces, are generally cohesive.[3]
To use sentences appropriately	Write sentences that include:  Relative clauses, modal verbs, relative pronouns, brackets, parenthesis mixture of active and passive voice, a clear subject and object, hyphens, colons and semi colons, bullet points. [W4], [W5], [4]		Some of the features listed are evident. [W4], [W5]	Most of the features listed are evident. [4], [5]
<b>Transcription</b>				
To present neatly	Write fluently and legibly with a personal style. [W8], [9]	Expected standards not met	Writing is usually presented in a legible style. Some inconsistencies in style may appear, especially in longer pieces of writing. [W8]	Writing is generally fluent with some evidence of a consistent personal style emerging. [9]
To spell correctly	Use prefixes appropriately.		Some prefixes are used appropriately.	Prefixes are used appropriately.
	Spell correctly some words with silent letters.		Words with silent letters are used, although there may be some spelling errors.	Some words with silent letters are used and spelled correctly.
	Spell the vast majority of words correctly. [W7], [8]		Spelling shows a good understanding of the rules and exceptions to the rules. All of the Years 3/4 words and some of the Years 5/6 words are spelled correctly. [W7]	Most words, including commonly misspelled words, technical or subject specific words are spelled correctly. [8]
To punctuate accurately	Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing, and by using hyphens to avoid ambiguity.	Some of the features listed are evident.	Most of the features listed are evident.	
	Use brackets, sashes or commas to indicate parenthesis, using semi- colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, and punctuating bullet points consistently. [7], [12]	Some support may be required.	Features are mostly correct. [7]	



Learning Objective	Key Milestone Indicator(s)	Working Towards The Expected Standard Some evidence of some of the WA indicators	Working At The Expected Standard ( WA) Most of the following features will be seen.	Exceeding The Expected Standard/Greater Depth (Exc) All of the following features will be seen.
<b>Analysis and Presentation</b>				
To analyse writing	Use and understand grammatical terminology when discussing writing and reading.  Year 5: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.	Expected standards not met	Most of the features in the Year 5 list are evident.	All of the features in the Year 5 list are evident.
To present writing	Perform compositions, using appropriate intonation and volume.		Performances show growing awareness of and experimentation with intonation, volume and pace.	Performances show confidence, appropriate intonation and good pace and volume.