Writing Milestones Year 5

Expected Standard at the End of Year 5								
Genre/ Text								
Purpose & Impact								
Write whole texts that are interesting, engaging and thoughtful								
Ideas are developed in narrative and non-fiction.								
Point of view is clear and controlled with some elaboration								
Produce texts which are appropriate to reader and purpose								
Execute a text type/ genre by including all features or adapt when required								
Create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fictions e.g. language choices support the purpose.								
Structure and Shape								
Organise and present whole texts effectively that sequence and structure information								
Structure and organise writing with pace in narrative and supporting evidence in non-fiction.								
Start new paragraphs to show changes in time, place, event or person.								
Construct a cohesive piece with logical links/ breaks								
Use devices to build cohesion within paragraphs e.g. then, after, that, this, firstly								
Link ideas across paragraphs using a range of devices e.g. phrases that back reference previous points								
Sentence Structure								
Vary sentences for clarity, purpose and effect								
Create different emphasis in sentences through word order and noun phrases								
Mix short and long sentences to change, accelerate or show pace for reader								
Tense								
Deploy tense choices that support cohesion through by making links e.g. he had seen her before								
Use modal verbs to show something is certain, probable or possible (or not) e.g. might, should, will, must								

Writing Milestones Year 5

Conjunctions/ Complex Sentences									
Use relative clauses within complex sentences beginning with, who, which, where, when, whose, that e.g. Maisie, who was extremely tired, finished the race.									
Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences e.g. Mortified by what he saw, Harry fled the scene									
Writerly Techniques									
Deploy poetic style to engage the reader									
Use pathetic fallacy to mirror and extend characters emotions e.g. (aspect of nature or weather reflects feeling)									
Use pun to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle									
Vocabulary									
Select appropriate and effective vocabulary									
Some language choices are for effect or emphasis e.g. technical terminology or vivid language									
Use some 'green' ambitious vocabulary (see green Writing Progress Plan)									
Adverbs/ adverbial phrases									
Indicate degree of possibility using adverbs e.g. perhaps, surely									
Use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly									
Punctuation									
Write with technical accuracy of punctuation									
Use brackets, dashes or commas to indicate parenthesis									
Use commas to clarify meaning or ambiguity e.g. 'Let's eat dad' or 'Let's eat, Dad									
Spelling and Word structure									
Apply spelling rules into writing									
Convert nouns or adjectives into verbs using suffixes e.g. 'ate', 'ise', 'ify'									
Apply prefixes to change intent of verbs e.g. 'dis', 'de', 'mis', 'over', 're'									
Handwriting									
Make quick choices whether or not to join specific letters									
Use a style that encourages speed, legibility and fluency									
TOTAL:									

Pre Key-Stage: 0-3 Marks	Working Towards the expected standard: 4-9 Marks	Expected Standard: 10-14 Marks	Greater Depth (Light Blue): 15-21 Marks	Greater Depth (Dark Blue): 22+ Marks

Writing Milestones Year 5

Terminology for Pupils									
Modal Verb									
Relative Pronouns									
Relative Clauses									
Parenthesis									
Bracket									
Dash									
Cohesion									
Ambiguity									