

# Writing Standards Moderation Grid: Year 5



## 5 Working Towards the Expected Standard (WTS)

Objective		Evidence (date)				
W1	I can use narrative, factual and recount forms.					
W2	I can use paragraphs to organise ideas.					
W3	I can use descriptive devices in my writing.					
W4	I can use some adverbials of time and place.					
W5	I can use capital letters, full stops, question marks, commas for lists mostly correctly and sometimes use apostrophes for contraction.					
W6	I can spell correctly most words from the year 3/4 spelling list.					
W7	I can write legibly. <i>At this standard, there is no specific requirement for a pupil's handwriting to be joined.</i>					

## 5 Working at the Expected Standard (EXS)

Objective		Evidence (date)				
E1	I can write for a range of purposes and different audiences.					
E2	I can use narratives, describe characters and settings using vivid description (metaphor, simile, personification), and use dialogue.					
E3	I can in non-narrative writing, use simple devices to structure the writing and support the reader ( <i>e.g. headings, sub-headings, bullet points</i> ).					
E4	I can use a range of conjunctions and adverbials of time and place within paragraphs. ( <i>Subordinating clauses in different positions within a sentence.</i> )					
E5	I can use vocabulary and grammatical structures that is suitable for the style of writing, including modal verbs to suggest degrees of possibility.					
E6	I can use verb tenses correctly throughout my writing.					
E7	I can use the range of punctuation taught at key stage 2 to mark clauses ( <i>e.g. commas, brackets, semi-colon, dashes and hyphens</i> ).					
E8	I can spell most words from the year 3/4 spelling list and spell correctly some words from the year 5/6 spelling list.					
E9	I can maintain legibility in joined handwriting when writing at length.					

## 5 Working at Greater Depth Within the Expected Standard (GDS)

Objective		Evidence (date)				
G1	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader ( <i>e.g. the use of the first person in a diary; direct address in instructions and persuasive writing</i> ).					
G2	In narratives, I can describe settings, characters and atmosphere and sometimes integrate dialogue in narratives to convey character and advance the action					
G3	I can use a range of devices to build cohesion ( <i>e.g. conjunctions, adverbials of time and place, pronouns, synonyms</i> ) within and across paragraphs					
G4	I can use the range of punctuation taught at key stage 2 mostly correctly ( <i>e.g. inverted commas and other punctuation to indicate direct speech</i> ).					
G5	I can spell correctly some words from the year 5/6 spelling list and use a range of sources to add uncommon or more ambitious vocabulary.					