

National Curriculum tracking - writing					
Key Performance indicator Y5					
Identifies the audience for, and purpose of, the writing					
Selects the appropriate form and uses other similar writing as models for their own					
Proof-reads for spelling and punctuation errors					
Ensures the consistent and correct use of tense throughout a piece of writing					
Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)					
Describes settings, characters and atmosphere					
Spelling, grammar and punctuation					
Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)					
Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)					
Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly)					
Uses commas to clarify meaning or avoid ambiguity					
Performance Standard:					
By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose					

<p>A child can:</p> <ul style="list-style-type: none"> • structure and organise a range of texts effectively for different purposes; • use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing; • use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing; • write effective descriptions; • apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading; and • select a handwriting style appropriate to the task. 					
<p>A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters</p>					