

Year 5 Teaching Moderation Framework for Writing (based on TAF)

| Working Towards the expected standard | 1 | 2 | 3 | 4 | 5 | 6 |
|--|---|---|---|---|---|---|
| I can use paragraphs to organise my ideas. | | | | | | |
| I am beginning to use some devices to link sentences and paragraphs (e.g. repetition of a word/ phrase). | | | | | | |
| I use the correct tense throughout a piece of writing. | | | | | | |
| I correctly use: capital letters, question marks, exclamation marks, commas in a list and inverted commas to punctuate speech accurately. | | | | | | |
| I can mostly use: apostrophes for contraction and possession. | | | | | | |
| Use co-ordination and subordination to form effective complex sentences. | | | | | | |
| I have an awareness of the difference between an independent and subordinate clause. | | | | | | |
| I can spell most words correctly (Year 3-4 curriculum word list). | | | | | | |
| I can spell some correctly (Years 5-6 curriculum word list). | | | | | | |
| Working at expected standard – to achieve this, you will need to demonstrate the above skills first. | | | | | | |
| I am beginning to create atmosphere using imaginative description of setting and convincing characterisation. | | | | | | |
| Use co-ordination and subordination to form effective complex sentences | | | | | | |
| I am beginning to use some devices to build cohesion within and across sentences and paragraphs (pronouns, determiners, adverbial phrases and conjunctions). | | | | | | |
| I can sometimes choose vocabulary and grammar appropriate to a written task (e.g. question tags, subjunctive verbs). | | | | | | |
| I can demonstrate some different clause structures taught in previous years (subordinate, independent, adverbials) | | | | | | |
| I can use relative clauses | | | | | | |
| I am beginning to use passive verbs | | | | | | |
| I am beginning to use modal verbs (e.g. should, would, could, might, etc.) | | | | | | |
| I use 'was' and 'were', 'a' and 'an' and auxiliary verbs such as 'have' correctly | | | | | | |
| I can to add detail, explanation and precision in my writing through the use of: adverbs, prepositional phrases and expanded noun phrases | | | | | | |
| I punctuate speech accurately | | | | | | |

Year 5 Teaching Moderation Framework for Writing (based on TAF)

| | | | | | | |
|--|--|--|--|--|--|--|
| I use some commas to clarify meaning, brackets and dashes to show parenthesis, semi-colons (within lists and to mark the boundary between independent clauses) and colons to introduce a list. | | | | | | |
| I use some hyphens to avoid ambiguity (e.g. man-eating shark, re-cover) | | | | | | |
| I can spell most words correctly (years 3 and 4 curriculum word list). | | | | | | |
| I can spell some words correctly (years 5 and 6 curriculum word list). | | | | | | |
| I can maintain neatness, fluency and speed in handwriting. | | | | | | |
| Working at greater depth – to achieve this, you will need to demonstrate the above skills first. | | | | | | |
| I can alter the formality of writing, by selecting precise vocabulary and grammar. | | | | | | |
| Most of the time, I can correctly use the full range of punctuation taught at KS2. | | | | | | |
| I apply my developed writing skills in cross-curricular ways. | | | | | | |
| I can spell many words correctly (years 5 and 6 curriculum word list). | | | | | | |