

Band 5 Writing						
B	B+	W	W+	S	S+	Deep
<p>Writing demonstrates an understanding of a range of taught text types. Writing is appropriate to audience, purpose and context, and shows cohesion. Structure and organisation is starting to be informed purpose and context with support</p> <p>In narrative writing settings, characters and plot are created successfully. Ideas are linked within paragraphs (e.g. then, after, later)</p> <p>With support, non-narrative writing is beginning to use a wider range of further organisational and presentational devices to guide the reader.</p> <p>Basic grammar is accurate reflecting written Standard English instead of local spoken forms. Writing demonstrates appropriate use of nouns and noun phrases modified by carefully chosen adjectives to add detail and description. A range of sentences containing more than one clause is used. Some relative clauses are beginning to be used with support (e.g. who, which, where, when). Tense choice is appropriate throughout the piece.</p> <p>Punctuation is mostly accurate. Use of possessive apostrophes for plural nouns (e.g. The boys' arrival) is not always accurate.</p> <p>Spelling is usually accurate. A range of strategies are used to spot possible inaccuracies in their spelling.</p> <p>Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters.</p> <p>Writing is self-checked for errors in spelling, grammar and punctuation and meaning. With support simple improvements to structure and organisation of others' writing are suggested.</p>	<p>Writing demonstrates understanding of a range text type. Writing maintains form and shows cohesion. Writing uses progressively varied and rich vocabulary and a range of sentence structures. Structure and organisation of writing is informed by its audience, purpose and context.</p> <p>In narrative writing settings, characters and plot are created successfully. Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (e.g. later, nearby)</p> <p>In non-narrative writing a range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining). Ideas are linked across paragraphs.</p> <p>Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description. Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition. Relative clauses successfully add detail and description. Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could). Fronted adverbials are used to vary sentence structure. Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before).</p> <p>A range of punctuation is used accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation rules to indicate direct speech.</p> <p>Spelling is usually accurate, including common homophones and those which use common pre-fixes and suffixes. Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.</p> <p>Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters. However this is not always maintained when writing at efficient speed.</p> <p>Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation.</p>	<p>Writing uses varied and rich vocabulary and a range of sentence structures. Structure and organisation of writing is carefully and independently chosen to reflect audience, purpose and context,</p> <p>Across a range of genres rich settings, atmosphere, characters and plot are created successfully and consistently.</p> <p>Independent non-narrative writing demonstrates well-chosen devices to present information and guide the reader.</p> <p>Across writing conscious control of paragraphing helps shape the overall pieces.</p> <p>Is starting to play with grammar, devices and structure beyond their PoS as magpied from their wider reading but not yet taught.</p> <p>Writing demonstrates carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add/slow pace and conjure mood.</p> <p>Writing demonstrates fluent and appropriate use of punctuation, including some attempts to create effect.</p> <p>Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules. Any spelling errors are generally self-corrected during proof reading.</p> <p>Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed.</p> <p>Constructive evaluation is backed by reasons for their suggestions, including around structure and organisation.</p>				