

## Year 5 TAF

### Year 4 Caveat

Paragraphing used to group around a theme	Tense is accurate
Fronted adverbials have commas	Syntax is accurate
Speech with reporting clause before or after is accurately punctuated.	Letters are correctly formed and sized.

<b>Working towards expected standard for Year 5</b>			
In narratives, create settings, characters and plot			
Use features of the chosen text type mostly accurately			
Begin to create atmosphere by choosing adventurous vocabulary			
<b>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition mostly accurately</b>			
<b>Can use paragraphs to organise information around a theme in most writing</b>			
Can use a range of conjunctions for subordination and coordination			
To use the correct Standard English forms for verb inflections instead of local spoken forms most of the time ( <i>eg we were instead of we was</i> )			
<b>Proof-reading for spelling and punctuation errors</b>			
<b>Start to spell correctly some Year 5 and 6 Appendix 1 words</b>			
Uses legible joined handwriting in some work			
<b>Working at expected standard for Year 5</b>			
Can write for a range of purposes and audiences (including writing a whole short story)			
Can confidently demonstrate the appropriate features of the given text type (including vocabulary)			
Can create atmosphere by developing characters through the use of dialogue and other narrative devices e.g. description			
<b>Use cohesive devices (like pronouns, determiners, conjunctions and adverbs) within and between paragraphs</b>			
Can use a range of clause structures, sometimes varying position within a sentence			
To use relative clauses beginning with <i>who, which, where, when, whose, that, or</i>			
<b>Can use modal verbs to indicate degrees of possibility</b>			
The majority of sentences are grammatically accurate, including the correct subject/verb agreement			
Can use expanded noun phrases to convey complicated information			
Can use brackets, dashes or commas to indicate parenthesis mostly correctly			
<b>Can use commas to clarify meaning (eg <i>Let's eat Grandma/Lets eat, Grandma</i>)</b>			
<b>Full clauses are not usually joined with commas (comma splicing)</b>			
<b>Punctuate speech accurately using the reporting clause to introduce speech or conclude it. (Evidence for both needed)</b>			
<b>Paragraphing mostly used accurately</b>			
<b>Beginning to use colons and semi-colons – though may be confusion between the two.</b>			
Some Year 5 and 6 common exception words and those from Appendix 1 are spelt correctly			
Some evidence of editing to enhance effects and clarify meaning			

Legible joined handwriting is used in most work			
<b>Greater depth at Year 5</b>			
Write for a range of purposes and audience, selecting language that shows good awareness of the reader			
Integrate dialogue to convey character and advance the action.			
To use relative clauses beginning with <i>who, which, where, when, whose, that, or</i> and omitting relative pronouns			
Choose and use the appropriate level of formality for the text type, e.g. <i>contractions writing direct speech/informal letters</i>			
Use the range of punctuation up to year 5 correctly and, when necessary, use:			
<i>Inverted commas</i>			
<i>Commas</i>			
<i>Punctuate parenthesis</i>			
<b><i>Semi-colons (and/ but) and colons (because/so)</i></b>			
<i>Dashes and brackets</i>			