

Year 5 Caveat			
Can use brackets, dashes or commas to indicate parenthesis mostly correctly	To use relative clauses beginning with <i>who, which, where, when, whose, that, or</i>		
Can use commas to clarify meaning (eg <i>Let's eat Grandma/Lets eat, Grandma</i>)	Paragraph accurately		
Punctuate dialogue accurately using reporting clauses in different places.	Accurate letter sizing with mostly joined handwriting		
Can use an apostrophe for omission and possession (both singular and plural) mostly correctly.			
Year 6 Writing TAFs			
Working towards expected standard for Year 6	Autumn	Spring	Summer
Write for a range of purposes			
Use paragraphs to organise ideas			
Describe settings in narratives			
Describe characters in narratives			
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)			
Use capital letters mostly correctly			
Use full stops mostly correctly			
Use ? mostly correctly			
Use commas in lists mostly correctly			
Use apostrophes for contractions mostly correctly			
Spell most words correctly from Yr 3 – 4 lists and some words from Yr 5 – 6 lists			
Produce legible handwriting			
Working at expected standard for Year 6	Autumn	Spring	Summer
Write for a range of purposes and audience, selecting language that shows good awareness of the reader			
In narratives, describe settings, characters and atmosphere			
Integrate dialogue to convey character and advance the action.			
Select vocabulary and grammatical structures that reflect what the writing requires mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented ; using modal verbs to suggest degrees of possibility)			
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs			
Use verb tenses consistently and correctly throughout their writing (eg simple past/present; progressive past/present; past/present perfect)			
Use the range of punctuation taught at key stage 2 mostly correctly: Proof-read for errors			
<i>Use inverted commas mostly accurately</i>			
<i>Use commas mostly accurately</i>			
<i>Punctuate parenthesis mostly accurately</i>			
<i>Use semi-colons, colons (in lists), dashes and hyphens with some accuracy</i>			
Spell correctly most words from the year 5 / year 6 spelling list (Proof-read for errors),* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary			
Maintain legible, joined up handwriting when writing at speed			
Greater depth at Year 6	Autumn	Spring	Summer
Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure):			
<i>Use literary language thoughtfully</i>			
<i>Show characterisation</i>			
<i>Use suitable and thought-out structures</i>			
Distinguish between the language of speech and writing and choose the appropriate register			
Exercise an assured and conscious control over levels of formality, particularly through the use of grammar and vocabulary to achieve this			
Use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity:			
<i>Inverted commas</i>			

<i>Commas</i>			
<i>Punctuate parenthesis</i>			
<i>Semi-colons and colons (for joining clauses)</i>			
<i>Dashes and brackets</i>			
<i>Hyphens to avoid ambiguity</i>			