



Leamington Primary Writing Moderation Sheets

Year 5



Working at the expected standard:	
Composition	
Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning:	
In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	
Use a wide range of devices to build cohesion within and across paragraphs	
Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	
Handwriting	
Choose which shape of a letter to use when given choices and decide whether or not to join specific letters	
Spelling	
Use further prefixes and suffixes and understand the guidance for adding them	
Spell some words with 'silent' letters [e.g., knight, psalm]	
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	
continue to distinguish between homophones and other words which are often confused	
Use further prefixes and suffixes and understand the guidance for adding them	
Vocabulary, Grammar and Punctuation	
Use passive verbs to affect the presentation of information in a sentence	
Use the perfect form of verbs to mark relationships of time and cause	
Use expanded noun phrases to convey complicated information concisely	
Use modal verbs or adverbs to indicate degrees of possibility	
Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	
Use commas to clarify meaning or avoid ambiguity in writing	
Use hyphens to avoid ambiguity	
Use brackets, dashes or commas to indicate parenthesis	
Use semi-colons, colons or dashes to mark boundaries between independent clauses	
Use a colon to introduce a list, punctuating bullet points	

Working at greater depth within the expected standard:	
I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films.	
I can draft and write by summarising longer passages.	
I can give feedback on and improve my own writing and my classmates'.	
I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.	
I can perform my own work to a group with some confidence, changing the tone	
I can understand the following terms: parenthesis, cohesion, ambiguity.	
I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.	
I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.	
I can spell words ending in -able and -ible, also -ably and -ibly e.g. adorable, possible, adorably, possibly.	
I can spell words containing the letter-string 'ough' e.g. bought, rough, though, bough.	
I can spell some words with 'silent' letters e.g. knight, psalm, solemn.	
I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.	
I can use a thesaurus.	