

# Year 5 Writing Assessment Indicators

## *Secure in the standard & Moving beyond the standard*

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## Year 5 | Writing Indicators

### Teacher Guidance

#### How to use the indicators

The PiXL Y5 Writing Assessment Indicators focus on certain key aspects of writing outlined in the National Curriculum for the specific purpose of supporting teachers to identify strengths and weaknesses in pupils' writing skills throughout Key Stage 2. Additionally, they will allow teachers to plan effectively and ensure that the correct indicators are met where relevant. They do not cover all of the content of the National Curriculum, but allow pupils to embed the writing skills expected of them outlined within it whilst enabling them to develop the skills which are required of writers at the end of Key Stage 2.

There are two standards of indicators within each year group, *Securing the standard* and *Moving beyond the standard*. Each standard provides a clear set of 'pupil can' statements against which teachers can assess pupils. A pupil working at *Secure in the standard* should be able to evidence all the statements within that standard across a range of writing, unless they have a particular (and clearly documented) weakness in a specific area. Pupils working at *Moving beyond the standard* may not evidence all the statements in their entirety although pupils should be able to demonstrate that they are consistently meeting most of them in their daily writing.

Teachers should base their judgement on a broad range of evidence, which will come from day-to-day writing in the classroom. This should include work in curriculum subjects other than English, although a pupil's work in this subject alone may provide sufficient evidence to support the judgement. Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements but to meet the standard a pupil must be able to write in a range of forms and for a variety of purposes.

Teachers should be confident that pupils have met the standard preceding the one at which they judge them to be working. The End of Key Stage 2 TAF should be referenced for those working above the Y5 *Moving beyond* standard.

#### Language Clarification

**some** – indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent

**many** – indicates that the statement is met frequently, but not yet consistently

**most** – indicates that the statement is generally met with only occasional errors

#### Child as a writer

Year 5 pupils should be able to demonstrate the characteristics below across all writing, and in response to a range of text types, to be judged as secure in the standard:

**Can write independently**

**Can compose and rehearse sentences orally**

**Can identify audience and purpose for writing**

**Can discuss how authors have developed characters and settings in what they have read, listened to or seen performed**

**Can generate a range of ideas by noting and developing initial ideas, drawing on reading and research when necessary**

**Can precis longer passages of writing**

**Can perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear**

**Can evaluate and discuss the effectiveness of their own and others' writing**

## Year 5 | Writing Indicators

### Secure in the standard

The pupil can:

#### Composition – overall effect

**Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint as the writer by commenting on characters and / or events**

- in narrative: write stories with a clear structure (including a beginning, build-up, resolution etc.) using paragraphs appropriately
- in non-narrative: use a topic sentence to introduce a paragraph, use accurate technical language to suit the requirement of the text, use informative organisational devices (e.g. headings, subheadings, captions, bullet points)

**Effectively describe characters and settings, maintaining a mood or atmosphere**

- through the use of carefully chosen verbs  
*She dashed through the door, jumped over the desk that stood in the centre of the office and collapsed into a heap behind it.*
- through the use of suitable adjectives, expanded noun phrases and adverbials  
*The cool, fresh water trickled gently over the rock into the tranquil pool beneath.*  
*The gushing water of the river rapids cascaded into the churning waters below.*
- through the use of figurative language, e.g. similes, metaphors and personification

**Sustain cohesive writing within and across paragraphs, using increasingly accurate language choices**

- Use nouns and pronouns to avoid repetition
- Maintain the correct level of formality in narrative, dialogue, letters, diaries, news reports etc.

**Edit and improve writing independently**

- Demonstrate independence from generic use of verbal or written feedback that uses grammatical terminology to make improvements to enhance the effect on the reader  
*An adult would suggest to a group of children, 'Can you vary your sentence openers?' or 'Can you add an adverbial to create cohesion between your first two paragraphs?'*

## Composition – sentences

**Consistently use a wide range of sentences with varying conjunctions that have more than one clause**

- Mostly correct use of co-ordinating conjunctions, e.g. for, and, nor, but, or, yet, so
- Mostly correct use of a range of subordinating conjunctions, e.g. when, if, because, although, before, since, while, as, after

**Vary sentence structure in a variety of ways, e.g. use of fronted adverbials**

**Use precise adjectives for description regularly in expanded noun phrases and prepositional phrases**

**Use a relative clause to effectively support a main clause**

**Effectively use cohesion within and across paragraphs**

- Use nouns and pronouns to support cohesion and avoid repetition  
*James was running towards the forest. Happily, he knew that he was going to be safe under the canopy of trees. Thankfully, his home wasn't far away from where he was and it would be a welcome sight.*
- Use fronted adverbial phrases of time / manner to join information within and across paragraphs  
*Early on the second day, the children woke up from their first night on HMS Belfast in London. Once awake and dressed, they headed to the upper deck to have breakfast. They couldn't wait to see what was on offer. Arriving in the mess hall, the Year 5 children saw that it was egg sandwiches and were delighted.*
- Use conjunctions to aid cohesion  
*Carla was running for the bus so that she wouldn't be late for school. If she was late one more time, she knew she would be in trouble.*

**Show consistent and correct use of tense throughout a piece of writing**

**Use modal verbs to indicate degrees of possibility**

## Punctuation (using mostly correctly):

**Consistently use the basic punctuation taught at Key Stage 1 correctly**

- Use capital letters (for proper nouns and the pronoun I), full stops, question marks and exclamation marks to demarcate sentences

**Use commas for lists, after fronted adverbials and to separate clauses**

**Use commas for clarity and to avoid ambiguity**

**Use apostrophes to show omission and possession (both singular and plural)**

**Use all speech punctuation correctly, including for direct and reported speech**

- Use the correct forms of punctuation within inverted commas (most importantly, the punctuation required when opening and closing direct speech) whilst showing awareness of a new line for a new speaker

**Use of parentheses to add information to a sentence**

- Use of brackets, dashes or commas

## Spelling

**Spell most words correctly from the Year 3/4 statutory word list**

**Spell some words correctly from the Year 5/6 statutory word list**

[English Appendix 1](#)

**Use a dictionary to check the spelling of uncommon or more ambitious vocabulary**

**Spell some words with the /i:/ sound spelt ei after c**

- protein, caffeine, seize, deceive, receive, perceive

**Spell some words containing the letter-string *ough* correctly**

- ought, bought, thought, though, through, plough

**Spell some words with prefixes and suffixes correctly**

- -cious, -tious
- -able, -ible

**Spell common homophones correctly**

- there / their/ they're, your / you're, are / our, to / too / two

**Spell some Year 5/6 homophones correctly**

- advice / advise, device / devise, licence / license, practice / practise, prophecy / prophesy

[English Appendix 1](#)

## Handwriting

**Use neat, joined handwriting consistently**

- maintain legibility, fluency and speed

## Year 5 Writing Indicators

### Moving beyond the standard

The pupil can:

#### Composition – overall effect

##### Meaningfully enhance own writing through opportunities to edit

The writer edits independently, making decisions (which may be based on a writer's toolkit) about improvements that will enhance the effect on the reader.

**Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader, e.g. the first person in a diary, direct address in non-narrative**

**Integrate dialogue in narratives to convey character and advance the action**

**Make ambitious word choices to engage and affect the reader**

- Deliberately choose a range of adjectives and adverbials that enhance the meaning of sentences
- Use words that have not been used during modelling to describe characters, events and feelings

**Experiment with different narrative structures**

- Use flashbacks, slow reveal of details, timeslips

#### Composition – sentences

**Select vocabulary and grammatical structures that reflect what the writing requires**

- Use contracted forms in dialogues in narrative
- Use passive verbs to affect how information is presented
- Use modal verbs to suggest degrees of possibility

**Use a range of devices to build cohesion within and across paragraphs**

- Use conjunctions, adverbials of time and place, pronouns, synonyms

**Show variation in speech punctuation**

The writer varies the location of direct speech and adds more detail to the character through additional clauses.

*"What did you do that for?" asked Wilf, as he held his hand up in pain.*

*Holding his hand up in pain, Wilf asked, "What did you do that for?"*

#### Punctuation

**Use speech punctuation for split speech correctly**

The writer uses the correct forms of punctuation within inverted commas whilst indicating further speech from the same character.

*"Where," exclaimed Nikita, "are you skulking off to?"*

## Spelling

Spell most words correctly from the Year 5/6 statutory word list

Spell most words with prefixes and suffixes correctly

Spell most Year 5/6 homophones correctly

[English Appendix 1](#)

Spell some words with silent letters correctly

- doubt, island, lamb, solemn, thistle, knight

## Handwriting

Maintain legibility in joined handwriting when writing at speed