# Year 5 / 6 Expectation / Band 5

Standard 5 is the expectation for mainstream primary children **within Year 5 and 6** and some will be working within Standard 6.

**Essential Year 4 criteria to be achieved prior to moving to Year 5:**

Can use nouns, pronouns and tenses accurately; can use a range of sentence punctuation accurately, (, . ? ’ “ ” ...); can use ambitious vocabulary (Year 4).

**Listed in an approximate hierarchy:**

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| 1 | I can produce well-structured and organised writing using a variety of layouts (e.g. letters, stories, fact files) |  |
| 2 | I can use informal and formal styles with confidence - e.g. conversational (how you would write to your friend) and standard English (how you would write to someone important) |  |
| 3 | I can select the correct genre for my audience and purpose. I can write in different genres accurately. |  |
| 4 | I can select from a wide range of imaginative and ambitious vocabulary (These words make you go wow!) and use these precisely (All spelling including of ambitious words, is almost always correct). |  |
| 5 | I can use paragraphs consistently and appropriately (for a new event or topic, new setting, new time) |  |
| 6 | I can group things appropriately before or after a main verb, (e.g. The books, the pens and the pencils were all ready on the table). |  |
| 7 | I can use all grammar accurately except when I am trying to write in a colloquial style (e.g. you are writing as Oliver Twist and he says “Oi Dodger, get over ere!” |  |
| 8 | I can use different techniques to conclude (end) work appropriately, (e.g. opinion, summary, justification, comment). |  |
| 9 | I can use complex sentences appropriately. E.g. The boy, who was rushing to school, ran across the road. |  |
| 10 | I can use a variety of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon. , ‘ “ “ – ( ) : ; |  |
| 11 | Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis). |  |
| 12 | I can write neatly, legibly and accurately in a flowing, joined style. Other people can read my work. |  |
| 13 | I can adapt handwriting for a range of tasks and purposes, including for effect. |  |
| 14 | I can spell accurately in all but the most complex words e.g. paraphernalia, quintessential etc. and most or all of the Year 5 key words and my homework spellings. |  |
| 15 | I can use the passive voice for variety and to shift focus from a person to an object, (e.g. the cake was eaten by the child). |  |
| 16 | I can use a range of narrative (story) techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue (speech), quotation, formal or informal style, suspense). |  |
| 17 | I can vary sentence length and word order confidently to sustain interest, (e.g. Michael ran towards the door. His heart was bursting with excitement! He turned the handle. His eyes widened. “Dad!”). |  |
| 18 | I can use a range of methods to adapt writing to the needs of the reader, (e.g. headings, sub- headings, bullets, underlining, parenthesis (brackets), introduction providing context, footnote, contents, bibliography). |  |
| 19 | I can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile). |  |
| 20 | I can interweave implicit (hidden) and explicit links between sections. |  |
| 21 | I can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses). |  |
| 22 | I can show confident and established ‘voice’. This means your writing is enjoyable to read, it makes sense and you have exciting, creative ideas. |  |

Listed in approximate hierarchy of E, S, A. For assessment, however, the ‘best fit’ can span the three sections.

**E** = Emergent **| S** = Secure **| A** = Advanced (Exceeding) | **AP** = Assessment Point

**Assessment: 5-E** = 8 - 11 | **5-S** = 12 - 18 | **5-A** = 19 - 22 | **5-AP** = 20 - 22.

If entry to Year 6 is not met, then the judgment is 5-A