

A hand holding a yellow pencil is shown writing on a sheet of lined paper. The background features a handwriting practice chart with rows of letters and numbers. The chart includes uppercase and lowercase letters from L to Z, and numbers from 1 to 0. The text 'Writing Assessment Framework Year 5' is overlaid in the center of the image.

**Writing  
Assessment Framework  
Year 5**

These Teacher Assessment Frameworks (TAFs) will support teachers across the primary age range to identify children's current attainment against national curriculum expectations for their year group for writing. These are modelled on and align with the DfE Teacher Assessment Frameworks for Years 2 and 6.

These can be used at points across the year to consider the likelihood of meeting end of year standards. Throughout the year teachers will record judgements as working within working towards (WWT), working towards (WT), working within expected (WEX), working at expected (EX), working within greater depth (WGD) and working at greater depth (GD).

### **'Pupil can' statements**

**'Pupil can' statements** are performance indicators to give a snapshot of a pupil's attainment at the end of the year. The statements listed in a standard describe what a pupil working at that standard should be able to do. Within the standards, some statements are shaded grey. These are spelling statements from the National Curriculum and if children are using these words, they should be spelling them correctly. However, they would not stop a child being that standard.

### **Qualifiers and examples**

Some of the statements within these frameworks contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and '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. Some of the statements contain examples. These do not dictate the evidence required, but only how that statement might be met.

### **Evidence**

While the teacher's knowledge of pupils can inform judgements, these must be based on sound and demonstrable evidence. This ensures that judgements are as objective as possible, and consistent between classes and schools. **Specific evidence does not need to be 'produced'; what pupils can do should be evident in their work.**

Evidence should come from day-to-day work in the classroom and can be drawn from a variety of sources: the only requirement is that it supports the judgement being made. The type of evidence will vary from school to school, class to class, and even pupil to pupil. **A pupil's work in books will often have all the evidence a teacher needs**, but evidence might come from a number of potential additional sources, such as projects, assessment notes (for example, guided reading records, phonics records, notes on mathematics exercises), classroom tests and assessments.

The form of evidence supporting a teacher's judgement is entirely up to the teacher, provided that it meets the requirement of the frameworks.

**A pupil's work in English alone may provide sufficient evidence** to support the judgement, although evidence should ideally include work in other curriculum subjects.

**Teachers may consider a single example of a pupil's work to provide evidence for multiple statements.** A teacher will, of course, see multiple statements evidenced across a collection of work. However, depending on the statements and the nature of the evidence, sometimes one example will be enough.

In English writing, it may be the case that a single, comprehensive example of writing is sufficient to show that a pupil can exemplify a statement.

### **A flexible approach**

The approach to teacher assessment of English writing recognises and reflects the nature of the subject and that a degree of subjectivity is needed to assess it. Teachers are therefore afforded flexibility in reaching a rounded judgement about a pupil's overall attainment in writing.

A teacher must still assess a pupil against **all** of the 'pupil can' statements within the standard at which they are judged to be working. While a pupil's writing *should* meet all the statements within that standard (since these represent the key elements of English writing within the national curriculum), teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement of a pupil's overall attainment being made.

When a teacher deems that a pupil meets a standard despite a particular weakness, they must have **good reason** to judge that this is the most accurate standard to describe the pupil's overall attainment. The reason for this is likely to vary from pupil to pupil but, in all instances, teachers must be confident that the weakness is an exception in terms of the pupil's overall attainment.

A **particular weakness** can relate to a part or the whole of a statement; the only consideration is whether it prevents an accurate judgement from being made overall. A particular weakness may well relate to a specific learning difficulty, but it is not limited to this. In addition, a specific learning difficulty does not automatically constitute a particular weakness which would prevent an accurate judgement. The same overall standard must be applied equally to all pupils.

### **Spelling**

A pupil's standard in spelling should be evident throughout their writing. However, **spelling tests** can provide additional evidence of pupils' independent spelling. The frameworks refer to spellings within the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to spell. Where examples of spellings have been included in the frameworks these are to exemplify the coverage in that particular year group and not an exhaustive list that children need to incorporate. However, if children are using these teachers should assess these.

At KS1 the common exception words listed are non-statutory examples to show words with grapheme-phoneme correspondences that do not fit in with what has been taught so far. Pupils are not required to use all of the examples of the common exception words; teachers should assess the words that pupils do use.

### **Terminology**

At the end of each standard in each year group, the terminology expectations are also part of the judgement, as these are statutory in the national curriculum.

We do not have this measure in Y2 and Y6, however it is a crucial aspect of whether children have a depth of understanding of grammatical choices in their writing and others'.

End of year 5 assessment – Working towards the expected standard (WT)

The pupil can:

<ul style="list-style-type: none"> <li>write for a range of purposes and audiences, showing awareness of the reader</li> </ul>	
<ul style="list-style-type: none"> <li>using paragraphs to organise ideas around a theme</li> </ul>	
<ul style="list-style-type: none"> <li>in narratives, describe characters and settings</li> </ul>	
<ul style="list-style-type: none"> <li>using headings and sub-headings to organise non-narrative texts</li> </ul>	
<ul style="list-style-type: none"> <li>using a variety of noun phrases to describe and specify by:</li> </ul>	<ul style="list-style-type: none"> <li>addition of modifying adjectives <i>e.g. the extreme weather, some strange business</i></li> <li>addition of modifying nouns <i>e.g. the adult women, a grammar strength</i></li> <li>addition of preposition phrases <i>e.g. the women outside the school, the extreme weather on the island</i></li> </ul>
<ul style="list-style-type: none"> <li>some use of noun phrases that combine different additional modifiers <i>e.g. Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</i></li> </ul>	
<ul style="list-style-type: none"> <li>use of dialogue to convey character and advance the action</li> </ul>	
<ul style="list-style-type: none"> <li>selecting vocabulary that fits the purpose of their writing mostly correctly</li> </ul>	
<ul style="list-style-type: none"> <li>using different verb forms mostly correctly and consistently</li> </ul>	
<ul style="list-style-type: none"> <li>some use of modal verbs appropriately to indicate degrees of possibility <i>e.g. might, should, would</i></li> </ul>	
<ul style="list-style-type: none"> <li>some use of adverbs appropriately to indicate degrees of possibility <i>e.g. perhaps, obviously, certainly, possibly</i></li> </ul>	
<ul style="list-style-type: none"> <li>using a range of subordinating conjunctions, adverbs and prepositions within and across sentences</li> </ul>	
<ul style="list-style-type: none"> <li>some use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> </ul>	
<ul style="list-style-type: none"> <li>using fronted adverbials to emphasise the adverbial to the reader:</li> </ul>	<ul style="list-style-type: none"> <li>adverbs – <i>Slowly he walked ..., Fortunately, it didn't rain.</i></li> <li>noun phrase – <i>Last night..., Early this morning..., Many people...</i></li> <li>preposition phrase – <i>In years to come ..., Since this morning ..., Because of the rain..., After the tests ...</i></li> <li>subordinate clause – <i>Since he left the school ..., When she arrived home ..., Because he was tired ...</i></li> </ul>
<ul style="list-style-type: none"> <li>using the full range of punctuation taught at key stage 1 mostly correct</li> </ul>	
<ul style="list-style-type: none"> <li>using mostly correctly:</li> </ul>	<ul style="list-style-type: none"> <li>inverted commas to punctuate direct speech</li> <li>apostrophes to mark plural possession</li> <li>commas for fronted adverbials (if appropriate)</li> <li>punctuation within direct speech</li> </ul>
<ul style="list-style-type: none"> <li>some correct use of:</li> </ul>	<ul style="list-style-type: none"> <li>commas for clarity</li> <li>punctuation for parenthesis (brackets/dashes/commas)</li> </ul>
<ul style="list-style-type: none"> <li>spelling most words correctly from year 3 and 4 appendix 1 – statutory word list</li> </ul>	
<ul style="list-style-type: none"> <li>adding prefixes to spell most words correctly in their writing <i>e.g. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto</i></li> </ul>	
<ul style="list-style-type: none"> <li>adding suffixes to spell words mostly correctly from year 3 and 4 appendix 1</li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with –cious, –tious, -tial or -cial ending</li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with –ant, -ance/-ancy, -ent, -ence/-ency</li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with –able, -ible, -ably and –ibly</li> </ul>	
<ul style="list-style-type: none"> <li>spell some words correctly with ei after c <i>e.g. deceive, ceiling, perceive</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words correctly with ough letter string <i>e.g. thorough, thought, rough, plough</i></li> </ul>	
<ul style="list-style-type: none"> <li>spelling some words with silent letters <i>e.g. island, doubt, climb</i></li> </ul>	
<ul style="list-style-type: none"> <li>use of the correct homophone in their writing (the most common) – their/there/they're, to/two/too</li> </ul>	
<ul style="list-style-type: none"> <li>use of further homophones from the year 3 and 4 appendix 1 mostly correctly</li> </ul>	
<ul style="list-style-type: none"> <li>spelling words with plurals and possessive –s, mostly correct</li> </ul>	
<ul style="list-style-type: none"> <li>producing joined, legible handwriting in most of their writing</li> </ul>	

### Further homophones – Year 3 and 4 appendix 1

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

### Key Stage 2 statutory word lists

#### Year 3/year 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine important increase interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

#### Year 5/year 6

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience\* conscious\* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

## End of year 5 assessment – Working at the expected standard (EX)

### The pupil can:

- write for a range of purposes and audiences, selecting language that shows good awareness of the reader
- using paragraphs and some other organisational and presentational devices to structure their writing
- in narratives, describe settings, characters and atmosphere
- using a variety of noun phrases to describe and specify
- use of noun phrases that combine different additional modifiers e.g. *Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe*
- integrate dialogue to convey character and advance the action
- selecting some vocabulary that reflects the level of formality required
- selecting some grammatical structures that reflect the level of formality required
- using different verb forms correctly and consistently
- using modal verbs mostly appropriately to indicate degrees of possibility e.g. *might, should, would*
- using adverbs mostly appropriately to indicate degrees of possibility e.g. *perhaps, obviously, certainly, possibly*
- using relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun mostly appropriately
- using subordinate clauses, including relative clauses, sometimes varying their position within the sentence
- using cohesive devices, including adverbials, within and across sentences and paragraphs
- using the full range of punctuation taught at key stage 1
- using correctly:
 

inverted commas to punctuate direct speech
apostrophes to mark plural possession
commas for fronted adverbials (if appropriate)
punctuation within direct speech
- using mostly correctly:
 

commas for clarity
punctuation for parenthesis (brackets/dashes/commas)
- spelling most words correctly from year 3 and 4 appendix 1 – statutory word list
- spelling some words correctly from year 5 and 6 appendix 1 – statutory word list
- spelling many words correctly with –cious, –tious, -tial or -cial ending
- spelling many words correctly with –ant, -ance/-ancy, -ent, -ence/-ency
- spelling many words correctly with –able, -ible, -ably and –ibly
- spell many words correctly with ei after c e.g. *deceive, ceiling, perceive*
- spelling many words correctly with ough letter string e.g. *thorough, thought, rough, plough*
- spelling many words with silent letters e.g. *island, doubt, climb*
- use of the correct homophone in their writing (the most common) – their/there/they're, to/two/too
- use of further homophones from the year 3 and 4 appendix 1 mostly correctly
- some correct use of the homophones and other words that are confused from year 5 and 6 appendix 1
- maintain joined legible handwriting in most of their writing

#### Further homophones – Year 3 and 4 appendix 1

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

#### Homophones and other words that are confused from year 5 and 6 appendix 1

advice/advise device/devise licence/license practice/practise prophecy/prophesy aisle/isle aloud/allowed affect/effect altar/alter ascent/assent bridal/bride cereal/serial compliment/complement descent/dissent desert/dessert draft/draught farther/father guessed/guest heard/herd led/lead morning/mourning past/passed precede/proceed principal/principle profit/prophet stationary/stationery

#### Key Stage 2 statutory word lists

#### Year 3/year 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine important increase interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

#### Year 5/year 6

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience\* conscious\* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature through twelfth variety vegetable vehicle yacht

## End of year 5 assessment – Working at greater depth within the expected standard (GD)

### The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows awareness of the reader
- using adverbs, preposition phrases and noun phrases effectively to add detail, qualification and precision
- integrate dialogue to convey character and advance the action
- selecting vocabulary that reflects the level of formality required mostly correctly
- selecting grammatical structures that reflect the level of formality required mostly correctly
- selecting verb forms for meaning and effect
- using a wide range of clause structures, varying their position within the sentence for effect
- using a wide range of cohesive devices, including adverbials, within and across sentences and paragraphs
- using the full range of punctuation taught in lower key stage 2 and year 5 mostly correctly
- spelling most words correctly from year 3 and 4 appendix 1 – statutory word list
- spelling some words correctly from year 5 and 6 appendix 1 – statutory word list
- spelling most words correctly from year 3 and 4 appendix 1, including homophones
- spelling homophones and other words that are confused from year 5 and 6 appendix 1 mostly correctly
- maintaining legibility, fluency and speed in handwriting

### Further homophones – Year 3 and 4 appendix 1

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

### Homophones and other words that are confused from year 5 and 6 appendix 1

advice/advise device/devise licence/license practice/practise prophecy/prophesy aisle/isle aloud/allowed affect/effect altar/alter ascent/assent bridal/bridle cereal/serial compliment/complement descent/dissent desert/dessert draft/draught farther/father guessed/guest heard/herd led/lead morning/mourning past/passed precede/proceed principal/principle profit/prophet stationary/stationery

### Key Stage 2 statutory word lists

#### Year 3/year 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

#### Year 5/year 6

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience\* conscious\* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht