

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

The pupil can:						
• write for a range of purposes and audiences, showing awareness of the reader						
• using paragraphs to organise ideas around a theme						
• in narratives, describe characters and settings						
• using headings and sub-headings to organise non-narrative texts						
• using a variety of noun phrases to describe and specify by:	• addition of modifying adjectives e.g. <i>the extreme weather, some strange business</i> , addition of modifying nouns e.g. <i>the adult women, a grammar strength</i> , addition of preposition phrases e.g. <i>the women outside the school, the extreme weather on the island</i>					
• some use of noun phrases that combine different additional modifiers e.g. <i>Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</i>						
• use of dialogue to convey character and advance the action						
• selecting vocabulary that fits the purpose of their writing mostly correctly						
• using present and past verb forms mostly correctly and consistently, including the progressive and perfect form						
• some use of modal verbs appropriately to indicate degrees of possibility e.g. <i>might, should, would</i>						
• some use of adverbs appropriately to indicate degrees of possibility e.g. <i>perhaps, obviously, certainly, possibly</i>						
• using a range of subordinating conjunctions, adverbs and prepositions within and across sentences						
• some use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun						
• using fronted adverbials to emphasise the adverbial to the reader:	• adverbs – <i>Slowly he walked ..., Fortunately, it didn't rain.</i>					
	• noun phrase – <i>Last night..., Early this morning..., Many people...</i>					
	• preposition phrase – <i>In years to come ..., Since this morning ..., Because of the rain..., After the tests ...</i>					
	• subordinate clause – <i>Since he left the school ..., When she arrived home ..., Because he was tired ...</i>					
• using the full range of punctuation taught at key stage 1 mostly correct						
• using mostly correctly:	inverted commas to punctuate direct speech, punctuation within direct speech					
	apostrophes to mark plural possession					
	commas for fronted adverbials (if appropriate)					
• some correct use of:	commas for clarity					
	punctuation for parenthesis (brackets/dashes/commas)					
• spelling most words correctly from year 3 and 4 appendix 1 – statutory word list						
• adding prefixes to spell most words correctly in their writing e.g. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto						
• adding suffixes to spell words mostly correctly from year 3 and 4 appendix 1						
• spelling some words correctly with –cious, –tious, –tial or –cial ending						
• spelling some words correctly with –ant, –ance/-ancy, –ent, –ence/-ency						
• spelling some words correctly with –able, –ible, –ably and –ibly						
• spell some words correctly with ei after c e.g. <i>deceive, ceiling, perceive</i>						
• spelling some words correctly with ough letter string e.g. <i>thorough, thought, rough, plough</i>						
• spelling some words with silent letters e.g. <i>island, doubt, climb</i>						
• 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						
• spelling words with plurals and possessive –s, mostly correct						
• producing 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

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

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. <i>Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</i>						
•	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 verb forms mostly correctly and consistently, including modal to indicate degrees of possibility						
•	using adverbs mostly appropriately to indicate degrees of possibility e.g. <i>perhaps, obviously, certainly, possibly</i>						
•	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, punctuation within direct speech					
		apostrophes to mark plural possession					
		commas for fronted adverbials (if appropriate)					
•	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. <i>deceive, ceiling, perceive</i>						
•	spelling many words correctly with ough letter string e.g. <i>thorough, thought, rough, plough</i>						
•	spelling many words with silent letters e.g. <i>island, doubt, climb</i>						
•	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/device licence/licence practice/practise prophecy/prophesy aisle/isle aloud/allowed affect/effect altar/alter ascent/assent bridal/bridle cereal/serial compliment/compliment 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

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 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						

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