**East Sussex Exemplification Materials**

**Year 5 Writing**

**Key Stage 2 English Writing moderation**

These exemplification materials are provided for teachers for:

- purposes of standardisation;
- as a point of reference when making their own assessment judgements;
- agreeing whether expected age-related progress has been made when moderating year 5 writing.

The materials should be used in conjunction with the East Sussex Writing Performance Descriptors for Year 5, which have been created by East Sussex teachers and SLES consultants. These provide guidance to teachers about appropriate age-related progression towards end of key stage performance descriptors.

In order to produce the age-related descriptors, reference was made to the National Curriculum for English as well as the Department for Education (DfE) Draft Performance descriptors. It should be noted that these materials have been produced prior to the publication of expected DfE exemplification materials and also before a potential DfE re-draft of the end of key stage performance descriptors.

Another challenge in identifying pupils for the sample was that the current year 5 pupils, at time of writing, were only 3 terms into year 5. As such, they had not been taught the whole year 5 curriculum nor made the progress expected at the end of year 5. As such, in some respects the sample is limited in range and it is hoped that teachers will realise the need for a broader range to be evident by the end of year 5.

Across the range, the required year 5 standard is exemplified. Different aspects of evidence can be found in different pieces. The pieces are written by a range of pupils because, in light of the challenges outlined above, it was difficult to find a single pupil who exemplified the range of evidence required at this stage in the year. For the purposes of exemplifying standards, the collection should be taken to be the work of one pupil.

For the purpose of exemplifying age-related expectations the collections of writing have been annotated according to four strands of performance descriptors:

<table>
<thead>
<tr>
<th>Strand and colour code</th>
<th>Performance Descriptors (PDs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition: planning, drafting, evaluating, editing and proof-reading</td>
<td>PD1, PD4, PD8</td>
</tr>
<tr>
<td>Composition: applying vocabulary, grammar and punctuation</td>
<td>PD2, PD3, PD5</td>
</tr>
<tr>
<td>Transcription: spelling</td>
<td>PD6</td>
</tr>
<tr>
<td>Transcription: handwriting</td>
<td>PD7</td>
</tr>
</tbody>
</table>

The descriptors encourage positive recognition of achievement in writing. Pupils do not necessarily develop uniformly across these categories, and the strands allow teachers to consider the relative strengths and weaknesses of a pupil’s work. When making an overall judgement, teachers should consider the ‘best fit’ for each pupil, taking all of the strands into consideration.

When assessing spelling and handwriting, reference should be made to the National Curriculum. When assessing a collection of work, spelling and handwriting should be considered and used to refine judgements but should not be given such weight as to change or define the overall level judgement.
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The collection includes:

1. Recount
2. Letter
3. Instructions
4. Narrative
5. Report

1. Following a study of the Norman Conquest, pupils were asked to write a first person recount in the role of a soldier. The task linked learning in History with work in English:

- PD2: Ignores modern syntax to give "olde worlde" effect.
- PD2: Grammatically correct sentence. This accuracy is mostly evident throughout the piece.
- PD4 and 5: References to the battle are repeated throughout for cohesion.
- PD4: Attempts repetition to intensify the narrator’s feelings. However, repeated use of this device throughout the piece undermines its effect at times.
- PD8: Evidence of re-drafting to improve word choice.
- PD4: Noun chain of references to Harold throughout the piece, adding to cohesion.
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PD5: Deliberate vocabulary choice for effect. Others include "blood-stained", "walking heavily". Pronoun, adverb and adjective used effectively as modifiers.

PD2: Subordinate clause fronted for clarity. Correct introduction of new paragraph to signal change of time.

PD5: One of several noun phrases. Others include "six short hours", "bloody field", "deep cut".

PD2: Effective use of minor sentence although punctuation is awry.

PD: Semantic chain of vocabulary apt for a battle scene is evident throughout.

PD4: Correct introduction of new paragraph to signal change of topic to new characters.

PD5: Deliberate vocabulary choice for effect. Others include "blood-stained", "walking heavily". Pronoun, adverb and adjective used effectively as modifiers.

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PD: Semantic chain of vocabulary apt for a battle scene is evident throughout.

PD4: Correct introduction of new paragraph to signal change of topic to new characters.
It was Saturday, 14th October, 1066 when the Battle of Hastings started. The field was blood-stained almost within the second charge. I was scared, scared this would be the end of me. I stabbed a few people with my sword and I felt proud, proud that it wasn’t me being stabbed. Boldly I stood, shooting arrows at people, trying to kill William. But someone killed by leader, Harold. I was a saxon. I did not feel so proud of me anymore. I felt scared again, really scared that I would be the one lying in the bloody field, smelling of old bodies, slowly rotting away. I was still a killer, killing everyone I could to finish them. Pay them back for killing my leader.

Even though the battle was over, our side finished off everyone we could. Shooting them with arrows, fighting them with swords and everything. I had a few injuries myself, a couple of scratches here, a deep cut there, I felt fine. Some of our team (well the rest of it) walked heavily back home. The Battle had finished after six hours. Six short hours, William was not killed as expected but instead Harold. Why? Why Harold? My leader was hit in the eye with an arrow whilst William was a conqueror.

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<tr>
<td>As part of the range of writing, the piece provides good evidence for PD1. There are several examples of (re-) drafting, evaluating and editing, with previous word choices rejected and alternatives selected. Paragraphs are well-planned and clearly-organised, using cohesive devices such as noun-chains, reference-chains and fronted adverbials. These links between paragraphs helps the writer to move the action on.</td>
<td>The writer adapts syntax effectively and mostly maintains the appropriate form. There is a variety of sentence forms and functions including minor sentences, complex sentences, questions, statements. Adverbials (sometimes fronted) and subordinate clauses are used effectively to develop ideas, information and description. Vocabulary choice is a strength of the piece and this helps to maintain an appropriate form. There is an attempted range of punctuation, which, at times, falls below the expected standard e.g. “started The field”. Although an apostrophe is used</td>
</tr>
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</table>
There is sufficient evidence that pupils are meeting age-related expectations, in that they are:

- Writing legibly and fluently
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.
2. As part of their study of the Tudors, pupils were asked to write in role as Henry VIII to a potential wife. The task linked learning in History with work in English:

```
Hello! My name is, Henry Tudor and I'm sure you would agree that I am a great King of England. I have a beautiful Queen, Anne of Cleves, and I am very proud of her. She is a wonderful woman and I am sure you would be happy with her. She is kind and gentle and she is always there for me. She is the perfect Queen for me.

I thought you would want to know a bit more about me. I am extremely rich and I am sure you would be happy to be my wife. I am also very musical and I play the lute and the harp. I am sure you would enjoy playing music with me. I am very good at playing the lute and I am sure you would be happy to learn how to play it.

What do I look like? I am tall and has a clean-shaven face. My hair is short and I have a beard. I am very handsome and I am sure you would be happy to be my Queen. I am very good at ruling and I am sure you would be happy with me. I am very kind and I am sure you would be happy with me.

If you agree to be my wife, I will give you the best life you could ever wish for. I will give you a beautiful castle and I will give you plenty of food and drink. I will give you a beautiful dress and I will give you a beautiful crown. I am sure you would be happy with me.
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PD4 and 5: Links throughout to contextual semantic field e.g. “Queen of England”, “Henry Tudor”, Anne of Cleves” etc. adds to cohesion as well as maintaining form (PD1).

PD4: Use of 2nd person to address reader is maintained throughout, adding to cohesion.

PD5: Expanded noun phrase to expand description. A dash is used to punctuate this expansion (PD3).

PD5: Deliberate vocabulary choice.

PD3: Accurate use of commas in a list.

PD5: Expanded noun phrase, which is intensified by the adjective “many”.

PD2: Fronted adverbial used to signal the end of the piece.

PD2: Relative clause to develop description.

PD5: Noun phrase modified (intensified) by adjective to add detail and description.

PD2: A feature of this piece is that it regularly falls below ARE for PD2.

PD5: Deliberate vocabulary choice.

PD3: Comma used to separate 2 clauses in a sentence.

PD4: Topic of paragraph is clearly signalled to inform reader although question is not correctly punctuated (PD3).

PD5: Expansion of noun phrase, which is intensified by the adjective “many”.

PD2: Fronted adverbial used to signal the end of the piece.

PD2: Relative clause to develop description.
Transcript

Hello! My name is Henry Tudor and I’m to dote/dotty about you, Sugarpuff. You know, you would be a great Queen of England with me (in case you were wondering, YES I am the king)!

I thought you would want to know a bit about me so here we go! I am extremely rich – do you probably know. and I can give you a lot of riches! Yes, I am tubby however that’s just more of me to see and I know I have elephantitus but everyone loves elephants, right? I’m really musical (unlike Anne of Cleves) I can play things like piano, lute and lyre. Now I don’t want to brag but I sorta have the best warship ever talked the Mary Rose!

What do I look for in a date hmmmmm lets see! I look for a stunning woman – no stubble – who is good with a needle*! A woman who can speak, read and write English! Finally a woman who will give me a baby boy very important!

Reasons why you should date me (there are many)! If you ever get annoyed with me, doubt it, then you can just go and stay in one of my many palaces such as Hampton Court! You can, have a never ending supply of food from my beloved chefs! Last but certainly not least you will have me as a husband/boyfriend!

Well my type capacity is low! UGH!

See you soon (hopefully)

Henry-poo the VIII ♥
Xxxxxx

My trousers tend to ?????????????????
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Year 5 Writing

expectations because basic grammatical and spelling errors are not always identified and corrected e.g. “know. and I can”.

The writer achieves some cohesion by repeatedly addressing the reader, which also maintains a sense of audience. The use of 2nd person creates and maintains a strong sense of audience.

Cohesion is also achieved by use of a semantic field to maintain some form, although the use of informal language and slang detracts from this somewhat.

The piece is effectively organised, with paragraphs clearly signalled by topic sentences.

The piece is weaker in PD2, with several grammatical inaccuracies, not helped by the attempted informal tone of the piece. Although the writer has attempted to use a variety of sentence forms e.g. use of a relative clause and fronted adverbials, accuracy of syntax or punctuation is not maintained in this attempted range.

There is an attempted range of punctuation, which, at times, falls below the expected standard e.g. “You can, have a”. As in piece 1, there is no evidence of possessive apostrophe, or punctuation of direct speech.

Transcription: spelling

Although year 5 pupils are not expected to have covered the content in the National Curriculum Spelling Appendix, the piece contains evidence that the pupil understands relationships between sounds and letters, even when the relationships are unusual. Specific examples from the year 5/6 spelling curriculum include:

- Thought (use of letter string ough)
- Important (use of -ant ending)
- great / read (correct choice of homophone)

There is sufficient evidence that pupils are meeting age-related expectations, in that they are:

- Writing legibly and fluently
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

Transcription: handwriting
3. As part of their study of Egyptians, pupils were asked to draw upon their learning of instructional writing to write instructions for the process of mummification:

```
Oh, now we are able to start the mummification process. First, you must put on a suit, one resembling the written one. Add on, would be ideal, but a plastic one for your well-being. The play will also do well.

Next you must wash the body, very thoroughly, but if it has been dead for a while, make sure no body bits fall off.

After it is most elegantly clean, you must remove the inner eyes and place them in 4 canopic jars. Or any jars that came so here. In the first, place the stomach, in the second, place the lungs. With third, put the liver. And in the fourth, place the intestines.

How's the ground look? Take a long, good, even pace to sweep the nose. Gradually the brain will come to rest, and power on your huss been digging for.

Next to the nose holes, leave the hearts, you will need it to pay to the offering.

Stay with resolute, but make sure you don't do it with a regular glass you keep by your writing basket.
```
Transcript

Ok, now we are able to start the mummification process
First you must put on a mask, one resembling the Jackal God, Anubis, would be ideal, but a plastic one from your Nativity school play will also do well.

Next you must wash the body, very thoroughly but if it has been dead for a while, make sure no body bits fall off.

After it is most definitely clean you must remove the inner organs and place them in 4 sanopic jars. Or any jars that come to hand.

In the first, place the stomach, in the second, place the lungs, in the third, put the liver. And in the fourth, place the intestines.
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Now for the gross bit! Take a long rod, then poke it though the nose. Gradually the brain will turn to mush, and pour (word not distinguishable) your kids been begging for a smoothie? Save (word not distinguishable) the noseholes. Leave the heart, you will need it to get you to the afterlife.

Stuff with sawdust, but make sure you don’t confuse it with the chocolate candy-floss you keep by your sewing basket.

Finally place a mask on him or her to show they are of special status

Now you know your dears are safely in the underworld you can finally wash your hands, and attend to all of the jobs you left to get worse over these 70 days.

Then sleep.

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<td>As part of the range of writing, the piece provides strong evidence for PD1; the writer has used instructions imaginatively and convincingly, maintaining the form throughout. Because there is strong evidence in PD 2, this suggests the writer has made clear choices at the planning stage which, in turn, is good evidence for PD8. Various cohesive devices are used to good effect, such as noun chains, sematic fields and use of the second person. Paragraphs are linked effectively by reference chains, adverbials and prepositions.</td>
<td>This piece is strong evidence for PD 2, with mostly grammatical sentences and a variety of sentence forms and functions, such as imperatives, questions, simple and compound sentences. The writer also displays some variety in sentence length. There is also strong evidence for PD5, with a range of noun phrases evident, which are expanded and modified further on occasions. There is an attempted range of punctuation, which is mostly accurate. As in pieces 1 and 2, there is no evidence of possessive apostrophe, punctuation of direct speech.</td>
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### Year 5 Writing

<table>
<thead>
<tr>
<th>include:</th>
<th>when given choices and deciding whether or not to join specific letters</th>
</tr>
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<tbody>
<tr>
<td>• thoroughly (use of ough letter string)</td>
<td>• choosing the writing implement that is best suited for a task.</td>
</tr>
<tr>
<td>• pour (correct choice of homophone)</td>
<td></td>
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<tr>
<td>• special (use of –cial ending)</td>
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</table>

[Images and logos are present on the page, but the text is readable and complete.]
4. Following the reading of “Cosmic” by Frank Cottrell-Boyce, pupils were asked to write a narrative extract, featuring the characters and quirky style of the novel:

The trip to China:
As usual, Lisa and Digby were walking home because the bus driver had left the bus door open. Lisa was a twelve-year-old boy, who was growing brown curly hair. She was playing and reading at the same time on his styler, blue phone. He was confidently texting back to the contest saying, “Yes! I would look to win!”

Outside his white, small house was a gigantic black hamster. He was quickly carried up by the hamster, mother, and Dad, said, “Where is the suitcase?” “I don’t know, Dad. He was still on his second-hand phone. He was still normally said this.”

“Are you OK, Sam?”

“Teach Tom alright,” he put his phone down gently. “I think all the answers in great maths today.”

“Good!” Dad replied calmly. “But don’t answer them.” Lisa joyfully said, “Why not?” Fika was lonely.

PD2: Complex sentence with use of past progressive “was walking”.

PD2: Relative clause develops description.

PD2: Fronted adverb with separating comma.

PD2: Subordinate clause added first, adding to variety.

PD5: Adverbs used throughout piece to modify verbs.

PD3: Attempted speech punctuation, although not always accurate.

PD4: Prepositional phrase signals change of place in new paragraph.

PD4: Refers back to a previous reference for cohesion.

PD4: Denotes new speaker with new paragraph.
Transcript

As usual Liam Digby was walking home because the bus driver still hadn’t got used to him. Liam was a twelve year old boy, who was growing brown candy-floss on his face. He was playing and texting at the same time on his shiny, blue phone. He was confidently texting back to the contest saying, ‘Yes I would LUV 2 COME :-)'
Outside his white, small house was a gigantic, lack limozene. He sensibly covered up the limozene incase mum and Dad saw it. Tiredly, he strolled into his home and fiercely flung off his red trainers. Although it was teas, Liam was still on his second-hand phone. Liam didn’t normaly do this Therefore, Dad asked politely, “Are you OK Liam”

“Yeah! I’, alright,” he put his phone down gently, “I knew all the answers in great maths today”

“Good” Dad replied carmly “But I didn’t answer them” Liam joyously said “Why not!” There was a long pause “Oh and I got a text message saying that I’d won a competition. One adult, one child” Liam answered careated nervously would be better OK

“Good” Dad, who was looking pleased, thought it was him although it wasn’t, Rapidly Liam stood up rapidly, he ran off to his room, which was vast, had one open window Liam heard a noise outside; he glared out his window. It was florida! Come quickly, Lets go!

Before we new it, we were riding rapidly on a horse in a Chinese Aroada! “Reminded me again why we’re doing this” There was another long pause Liam glared at Florida “Because my dad said” But before liam could quickly say a word, it was time, time to go to the greatest theme known to man. “Sorry” All electricity has gone You’ll have to come back next year “But then all the power came back and they were able to go on the Rocket. The greatest ride ever.

As Liam and Florida came to the top of the (word not distinguishable) ride , it was stuck drifting in the middle of space. “At least the wires that connect us to earth haven’t broken” gladly said Liam. Just as Liam said his last word ...., the wires snapped. “Oh come on” shouted Florida.

<table>
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<tr>
<td>As part of the range of writing, the narrative extract provides evidence of PD1 from descriptions of setting e.g. “Outside his white, small house”; characters e.g. “Good” Dad, who was looking pleased” and atmosphere e.g. “it was stuck drifting in the middle of space”. Paragraphing is not always accurate but the text is divided into sections and some attempts</td>
<td>There is strong evidence of PD2, with the writer attempting various sentences forms, starting these in a variety of ways including conjunctions, prepositions and fronted adverbials. The writer is mostly accurate in maintaining tense, displaying some accurate use of the past progressive tense. The writer also forms</td>
</tr>
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</table>
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- are made to denote new events, places and speakers. Various devices are used to link paragraphs for cohesion such as prepositional phrases and other adverbials to signal the start of new paragraphs, reference chains and noun / pronoun chains.

- There is weaker evidence for PD8, in that the piece loses momentum and form, also drifting into first person on one occasion. The weak closing, in stark contrast to the very strong opening, suggests that the quality of the planning has fallen below age-related expectations. Similarly, drafting and editing have not resulted in some basic errors being identified, although there are some examples of words being changed.

- Overall, not enough attention has been paid to the reader which leads to some disjointed phrasing and a lack of fluency.

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<td>There is sufficient evidence that pupils are meeting age-related expectations, in that they are:</td>
</tr>
<tr>
<td>- confidently (use of –ent ending)</td>
<td>- Writing legibly and fluently</td>
</tr>
<tr>
<td>- although (use of ough letter string)</td>
<td>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</td>
</tr>
<tr>
<td>- second-hand (use of hyphen)</td>
<td>- choosing the writing implement that is best suited for a task.</td>
</tr>
<tr>
<td>- answered (use of silent letter)</td>
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</table>

- some irregular verbs accurately.

- There is clear use of punctuation throughout the piece, including commas for different purposes. However, this is not sustained throughout and negatively affects the fluency of the piece. Despite this, there is evidence for PD3 which includes attempts at punctuating direct speech. Use of possessive apostrophes is still not evident.

- In PD5, there are several examples of noun-phrases, sometimes expanded, to develop ideas, information and description for the reader.

- Effective vocabulary choices include effective use of adverbs to modify verbs; deliberate verb choices e.g. “glared”; effective adjectives e.g. “vast” and occasional thoughtful noun choices e.g. “limozene”(sic).
The Race to The South Pole

"I'm going out for a walk now and I might be a while," were the famous last words said by a man called Lawrence Oates in Robert Scott's group. Over a hundred years ago there was a famous race to get to the South Pole first; it was between Robert Falcon Scott and Roald Amundsen. Have you ever dreamt of sailing over frozen seas and treacherous land? Well two men did and they were determined to get there!

Scott and Amundsen’s preferred methods of transportation were very miscellaneous. Roald Amundsen took huskies, a type of dog and skis whereas Robert Scott took Manchurian ponies/horses and a few huskies (although he didn’t think he would need them) and some electrical sleds, he also relied on “Man power”. In the end Roald got there first, then, thirty one days later, Scott came. By the time Scott got there, two out of seventeen horses/ponies survived and both of the electrical sleds have broken down. Crucially, Roald had re-designed his sleds by making them weigh less so the huskies could run faster.

Why explore the South Pole you might be wondering? Well to be famous of course!! But Scott was there with some scientists to research as well. He took twelve men with him but Amundsen thought cleverly and brought five with him, why? Because the more skis you'd have to buy and also lighter they are the more progress they make their way through the course!

Of course, if you had to go to the South Pole (which sometimes reaches negative sixty degrees) you would need loads of training. At first Scott was relaxed and taking his time but soon he heard the terrible news that Roald Amundsen had turned his boat around because two Americans (Peary and Cook) had already reached the North Pole, so Scott said “Nothing is going to change, we will continue our plan.” And they set off not knowing they were going to die. Scott trained in the navy, the first ship was funded by the government, the second one, not so much. He had read a few books as well, although Roald spent two years in Alaska receiving training how to cope with the extreme cold and what animals to pull their sled. It took Amundsen about ninety nine days and Scott left on the fourteenth of October but never returned.
## Composition: planning, drafting, evaluating, editing and proof-reading

As part of the range of writing, the piece provides good evidence for PD1. In this case, the writer has written a report and about and Amundsen’s race to the South Pole.

Appropriate form is mostly maintained although, at times, informality affects authenticity. The piece loses some form towards the end, resulting in a lack of coherence across the piece as a whole. The ending is abrupt and contrasts with the strong opening, which is evidence that PD8 is a weaker area in this case. There are also some factual inaccuracies which affect the authenticity of the piece.

For PD4, the text is organised into sections and on occasions paragraphing is used accurately to denote a change of topic.

The lack of overall coherence suggests that the piece falls below ARE for PD8 in terms of planning. The piece was word processed, and it is therefore difficult to find evidence for drafting, editing or proof-reading.

## Composition: applying vocabulary, grammar and punctuation

For PD2, there is strong evidence for a variety of sentence forms and functions. These include declarative (statement), interrogative (question) and exclamatory (exclamation). Occasionally, sentences are varied through use of adverbials and subordinate clauses.

Syntax is mostly accurate although the writer loses some control when more ambitious in sentence structure.

The writer usually maintains tense accurately, including some examples of more ambitious choices e.g. the use of pluperfect.

In PD3, the expected range of punctuation is met. The punctuation is generally accurate and contributes to the piece as a whole, guiding the reader e.g. additional information in brackets, engaging the reader with questions, use of key quotes.

In PD5, there are several examples of deliberate and effective vocabulary choices, including modifiers in noun-phrases e.g. “extreme cold”. Some phrases e.g. “the South Pole (which sometimes reaches negative sixty degrees)” are expanded effectively, in this case by a relative clause. An appropriate semantic field, referring to appropriate terminology, is maintained throughout the piece.

## Transcription: spelling

Although year 5 pupils are not expected to have covered the content in the National Curriculum Spelling Appendix, the piece contains evidence that the pupil understands relationships between sounds and letters, even when the relationships are unusual. Specific examples from the year 5/6 spelling curriculum include:

- Writing legibly and fluently
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

## Transcription: handwriting

There is sufficient evidence that pupils are meeting age-related expectations, in that they are:
### Year 5 Writing

- **preferred** (correct use and inflection of suffix –fer)
- **Crucially** (use of –cial)
- **weigh** (correct version of homophone)
- **terrible** (use of –ible ending)
- **receiving** (correct use of ei after c)

- **choosing the writing implement that is best suited for a task.**
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Year 5 Writing

Overall commentary

For the purposes of exemplifying standards, the collection should be taken to be the work of one pupil.

The use of cohesive devices is well-established across the collection. Sections of text and paragraphs are used to develop and expand some ideas, descriptions, themes or events, although not always in depth. Frequently, paragraphs are attempted but accuracy is not always achieved.

Although there is a range of text type and genre within the collection, it should be noted that the pieces included present a limited range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader. However, this is somewhat inevitable given that the selected pupils were only part way through year 5 at the time of writing. Despite this, there is evidence that the pupils are making age-related progress towards the range expected at the end of key stage.

Each piece is adapted to purpose and audience, with content selected to engage the reader although, at times, the reader is forgotten. The features of text type and genre are mostly understood. They incorporate different levels of formality and deliberate choice of verb forms to convey tense and mood. The pieces are clear evidence that, in year 5, the pupils are making good progress towards end of key stage requirements, that writing is for “a range of purposes and audiences”, “with appropriate features drawn from models of similar writing, wider reading and research.”

There is sufficient evidence that the drafting process is used to make age-appropriate choices of grammar and vocabulary to clarify and enhance meaning. In some of the pieces, however, momentum is lost towards the end, resulting in a loss of coherence.

Description of settings, characters and atmosphere is developing appropriately, including integration of some dialogue to convey character and advance the action.

The collection contains examples of all the required elements within the year 5 English Appendix 2: there is some evidence of prefixes and suffixes; use of relative clauses; use of modal verbs; a variety of cohesive devices; adverbials of time, place and number; deliberate tense choices and the expected range of punctuation. At times, these grammatical features are not used accurately but there is sufficient evidence across the range to meet age-related expectations.

Vocabulary choice is often deliberate and topic-specific, and there are several noun-phrases modified by adjectives, adverbs, other nouns and prepositional phrases to expand and develop ideas, information and description. The collection demonstrates the variety of sentence forms and functions that are requisite at year 5. The use of subordination is evident and generally controlled.

Although it is impossible to assess progress in spelling from 5 pieces of writing, there is solid evidence that the pupils are becoming secure in the year 5 / 6 spelling curriculum, as listed in Years 5/6 word list in English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1.