# Year 5 Writing Assessment Grid

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| **NAME:** | **Year:** | | **Date:** | | | | | |
| **Writing Focus:** | | | | | | | | |

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| **Working towards the expected standard in Year 5** | | | | | | | |
| Write for a range of purposes | | | | | | | |
| Describe settings and characters using | expanded noun phrases | | | | | | |
| | adverbials (give more information about a verb) | | | | | | |
| Use co-ordinating and subordinating conjunctions (FANBOYS and ISAWAWABUB) | | | | | | | |
| Use adverbs to express time e.g. today, yesterday, tomorrow, now, then, often, everyday | | | | | | | |
| Use prepositions to express place and time | | | | | | | |
| Use paragraphs or sections to organise and structure | | | | | | | |
| Use the full range of punctuation taught in KS1 **mostly correctly** | full stops / capital letters | | | | | | |
| | question marks | | | | | | |
| | exclamation marks | | | | | | |
| | commas for lists | | | | | | |
| | apostrophes for contraction | | | | | | |
| | apostrophes for possession | | | | | | |
| | punctuation for dialogue | | | | | | |
| | commas for fronted adverbials | | | | | | |
| Spell **all** KS1 and **many** Y3/4 and Y5/Y6 common exception words correctly **at least 'Farmyard' spelling booklet** | | | | | | | |
| Add prefixes and suffixes to spell many words correctly | | | | | | | |
| Produce legible joined handwriting | | | | | | | |
| **Working at the expected standard in Year 5** | | | | | | | |
| Write effectively for a range of purposes and audiences | | | | | | | |
| In non-narrative writing, use simple devices to structure the writing and support the reader | headings | | | | | | |
| | sub-headings | | | | | | |
| | bullet points/number | | | | | | |
| Begin to use a range of devices to build cohesion across paragraphs | conjunctions | | | | | | |
| | adverbials of time & place | | | | | | |
| | fronted adverbials | | | | | | |
| | pronouns | | | | | | |
| | synonyms (word choices) | | | | | | |
| | similes, metaphors, personification etc. | | | | | | |
| Use adverbs to add detail, qualification, and precision | | | | | | | |
| Use preposition phrases to add detail, qualification, and precision | | | | | | | |
| Use expanded noun phrases to add detail, qualification, and precision e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase | | | | | | | |
| Use relative clauses, sometimes omitting the relative pronoun e.g. who, which, when | | | | | | | |
| Use a wide range of clause structures, sometimes varying their position in the sentence | | | | | | | |
| Use verb tenses mostly consistently and correctly throughout their writing | | | | | | | |
| Use the full range of punctuation taught in KS1, and so far in KS2, **mostly correctly** in addition to WTS list | colons, semi-colons, hyphens | | | | | | |
| | commas to clarify meaning | | | | | | |
| | full speech punctuation | | | | | | |
| Use some punctuation for parenthesis (brackets, commas, and -dashes-) | | | | | | | |
| Use modal verbs or adverbs to indicate degrees of possibility | | | | | | | |
| Begin to create atmosphere, integrate dialogue to convey character & advance the action | | | | | | | |
| Spelling knowledge | adding/using prefixes & suffixes | | | | | | |
| | using correct form of homophones | | | | | | |
| Spell **all** common exception words correctly and **most words** correctly (KS1, Y3/Y4 and **some** Y5/6) **at least 'Detective' spelling booklet** | | | | | | | |
| Consistently produce legible joined handwriting | | | | | | | |
| Evaluate and edit their work to enhance effect and clarify meaning | | | | | | | |
| **Working at greater depth in Year 5** | | | | | | | |
| In narratives: describe settings, characters, and atmosphere effectively | | | | | | | |
| Integrate dialogue in narratives to convey character and advance the action | | | | | | | |
| Select precise vocabulary and grammatical structures that reflect the level of formality required **mostly correctly** | | | | | | | |
| Know how to make writing succinct by using precise grammar and punctuation to engage the reader, sometimes showing, and not telling | | | | | | | |
| Use the full range of punctuation taught so far, correctly, and appropriately | | | | | | | |

| Year 5/Year 6 POS | Pupils should be taught to |
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| Writing Transcription – Spelling<br><br>(See English Appendix 1 | • use further prefixes and suffixes and understand the guidance for adding them<br>• spell some words with 'silent' letters [for example, knight, psalm, solemn]<br>• continue to distinguish between homophones and other words which are often confused<br>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1<br>• use dictionaries to check the spelling and meaning of words<br>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary<br>• use a thesaurus |
| Writing Transcription – Handwriting | • write legibly, fluently and with increasing speed by:<br>  ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters<br>  ○ choosing the writing implement that is best suited for a task |
| Writing – Composition | • plan their writing by:<br>  ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own<br>  ○ noting and developing initial ideas, drawing on reading and research where necessary<br>  ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed<br>• draft and write by:<br>  ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning<br>  ○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action<br>  ○ précising longer passages<br>  ○ using a wide range of devices to build cohesion within and across paragraphs<br>  ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]<br>• evaluate and edit by:<br>  ○ assessing the effectiveness of their own and others' writing<br>  ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<br>  ○ ensuring the consistent and correct use of tense throughout a piece of writing<br>  ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register<br>• proofread for spelling and punctuation errors<br>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |
| Writing – Vocabulary, Grammar and Punctuation | • develop their understanding of the concepts set out in English Appendix 2 by:<br>  ○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms<br>  ○ using passive verbs to affect the presentation of information in a sentence<br>  ○ using the perfect form of verbs to mark relationships of time and cause<br>  ○ using expanded noun phrases to convey complicated information concisely<br>  ○ using modal verbs or adverbs to indicate degrees of possibility<br>  ○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun<br>  ○ learning the grammar for year 5 in English Appendix 2(highlighted in red)<br>• indicate grammatical and other features by:<br>  ○ using commas to clarify meaning or avoid ambiguity in writing<br>  ○ using hyphens to avoid ambiguity<br>  ○ using brackets, dashes or commas to indicate parenthesis<br>  ○ using semicolons, colons or dashes to mark boundaries between independent clauses<br>  ○ using a colon to introduce a list<br>  ○ punctuating bullet points consistently<br>• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading |

**Appendix 2 (Y5 Content)**

**Word** Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; ify] **Verb prefixes** [for example, dis–, de–, mis–, over– and re–]

**Sentence** **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicating degrees of possibility using **adverbs** [for example, perhaps, surely] or **modal verbs** [for example, might, should, will, must]

**Text** Devices to build **cohesion** within a paragraph [for example, then, after that, this, firstly]

Linking ideas across paragraphs using **adverbials** of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

**Punctuation** Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

T**erminology** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash**,** cohesion, ambiguity,