

Year 5 Writing Assessment Grid

<u>Working towards the expected standard</u>		<u>Working at the expected standard</u>		
COMPOSITION: PURPOSE & AUDIENCE	Can write for a range of audience and purpose considering language choices and maintaining structure and purpose.	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).		
	Use paragraphs mostly to organise ideas.	In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').		
	In stories, begin to develop characters and setting, create atmosphere and integrate dialogue to convey character and advance the action.	Use dialogue in narratives to convey character or advance the action.		
	Develop ideas based upon reading and research where necessary.	Use a range of devices to build cohesion within and across paragraphs:	Secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition.	
	Show awareness of audience through language choice.		link ideas using adverbials of time, place and number e.g. secondly, then, after that, firstly.	
	Begin to build cohesion within a paragraph e.g. then, after that, this, firstly.		link ideas using tense choices (e.g. he had seen her before instead of he saw her before).	
	Begin to link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.		
		Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).		
		Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining		
		Select language and grammatical form to reflect level of formality		
GRAMMAR	Begin to use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Choose language to suit the purpose and audience:	Use a range of verb forms, particularly the perfect, to mark relationships of time and cause.	
	Begin to indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.		Use modals and adverbs to indicate possibility e.g. might, should, will, must	
	Use correct subject/verb agreement when using singular and plural.		Convey complicated information concisely by using pre- and post-modification of nouns	
	Use verb tenses consistently and correctly throughout their writing.		Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).	
			Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
PUNCTUATION	Use capital letters, full stops, question marks, exclamation marks, possessive apostrophes and inverted commas mostly correctly.	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).		
	Sometimes use brackets, dashes or commas to indicate parenthesis correctly.	Indicate parenthesis using brackets, commas or dashes.		
	Sometimes use commas to clarify meaning or avoid ambiguity.	Use punctuation to ensure meaning is clear, particularly commas for clarity and to avoid ambiguity.		
	Apply punctuation from KS1 and Y3/4 accurately e.g. use commas in lists and after fronted adverbials.	Use inverted commas correctly.		

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TRANSCRIPTION	Begin to convert nouns or adjectives into verbs and use verb prefix es.	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> • common exception words from KS1; • Year 3/4 statutory words; • previously taught homophones.
	Spell most KS1 and Year 3 and Year 4 words correctly* (when used)/ Spelling some Year 5 words correctly* (when used).	Use and spell correctly many words from the year 5 / year 6 spelling list.
	Produces legible joined handwriting.	Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.
		Maintain legibility in joined handwriting when writing at speed.
		Convert nouns or adjectives into verbs using suffixes e.g. –ate; –ise; –ify
		Use verb prefixes e.g. dis–, de–, mis–, over– re–
<u>Working at Greater Depth</u>		
Close the text with reference to its opening.		
Maintain clear awareness of purpose and audience through their writing: structure and vocabulary		
Use a wide range of devices to build cohesion within and across paragraphs.		
Select/maintain levels of formality through language choice/ grammar		
Use the subjunctive form in some writing e.g. if I were you, the doctor recommended he give up smoking		
Use the passive voice to affect the presentation of information in a sentence e.g. The flag was raised by the dark knight.		
In some writing, use punctuation increasingly effectively to enhance meaning and avoid ambiguity (e.g. semi-colons, dashes, colons, hyphens).		
Spell most KS1, Year 3, 4 and 5 common exception words* correctly (when used)		
Spell accurately in general, applying knowledge of both the Y5/6 spelling curriculum and etymology/morphology (see English Appendix 1) with increasing accuracy.		