
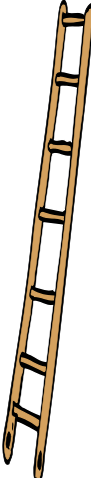




Writing Assessment – Band 5

Name/s _____

	Spelling (Common across Year 5 and Year 6)	Handwriting and Presentation	Composition	Vocabulary, grammar & punctuation
Band 5 	<ul style="list-style-type: none"> I can use further prefixes and suffixes and understand the guidance for adding them I can spell some words with 'silent' letters I can continue to distinguish between homophones and other words which are often confused I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 I can use dictionaries to check the spelling and meaning of words I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary I can use a thesaurus 	<ul style="list-style-type: none"> Pupils should be taught to write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> I can plan their writing by: <ul style="list-style-type: none"> * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed I can draft and write by: <ul style="list-style-type: none"> * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader I can evaluate and edit by: <ul style="list-style-type: none"> * assessing the effectiveness of their own and others' writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register I can proofread for spelling and punctuation errors I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> I can develop my understanding of the concepts set out in Appendix 2 (See below) by: <ul style="list-style-type: none"> * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * using passive verbs to affect the presentation of information in a sentence * using the perfect form of verbs to mark relationships of time and cause * using expanded noun phrases to convey complicated information concisely * using modal verbs or adverbs to indicate degrees of possibility * using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun * learning the grammar for years 5 and 6 in Appendix 2 I can indicate grammatical and other features by: <ul style="list-style-type: none"> * using commas to clarify meaning or avoid ambiguity in writing * using hyphens to avoid ambiguity * using brackets, dashes or commas to indicate parenthesis * using semicolons, colons or dashes to mark boundaries between independent clauses * using a colon to introduce a list * punctuating bullet points consistently I can use and understand the grammatical terminology in Appendix 2 (See below) accurately and appropriately in discussing their writing and reading.

Word	<ul style="list-style-type: none"> * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] * Verb prefixes [for example, dis-, de-, mis-, over- and re-]
Sentence	<ul style="list-style-type: none"> * Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun * Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	<ul style="list-style-type: none"> * Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] * Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]
Punctuation	<ul style="list-style-type: none"> * Brackets, dashes or commas to indicate parenthesis * Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity