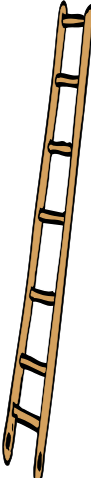




Writing Assessment – Year 5

Name/s _____

	Spelling (Common across Year 5 and Year 6)	Handwriting and Presentation	Composition	Vocabulary, grammar & punctuation
Year 5 	- 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	- Pupils should be taught to write legibly, fluently and with increasing speed by: - 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	- I can plan their writing by: - 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: - 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 - precising 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: - 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.	- I can develop my understanding of the concepts set out in Appendix 2 (See below) by: - 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: - 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	- 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 <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	- 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	- 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