HOLY TRINITY C of E PRIMARY SCHOOL

Year 5 Writing Assessment

Planning and Writing			
Plans writing by identifying the audience and purpose of the writing			
Selects the appropriate form using similar writing as models			
Plans their writing by noting and developing initial ideas, drawing on their own reading			
Plans writing of narratives by considering how authors have developed characters and settings in books they have read, listened to or seen performed			
Drafts and writes by précising longer passages			
Writes in a range genres taking account of different audiences and purposes			
Drafts and writes by describing setting, characters and atmosphere			
Begins to integrate dialogue to convey character and advance the action.			
Selects and uses organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining)			
Evaluating and Editing			
Evaluates and edits by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.			
Evaluates and edits by ensuring effectiveness of their own and other's writing			
Evaluates and edits ---ensuring consistent and correct use of tense ---ensuring the correct subject and verb agreement when using singular and plural			
Evaluates and edits distinguishing between the language of speech and writing and choosing the appropriate register.			
Proof reads for spelling and punctuation errors			
Punctuation			
Uses a range of punctuation taught in previous years			
Use commas to clarify meaning or avoid ambiguity			
Use brackets, dashes or commas to indicate parenthesis			
Use relative clauses beginning with who, where, which, when, whose, that or and omitted relative pronoun for succinctness			
Grammar and Sentence Structure			
Uses pronouns to avoid repetition where appropriate			
Select the appropriate level of sentence complexity			
Use a range of conjunctions and adverbials to link, compare, contrast and extend ideas, information and events			
Makes precise and effective use of expanded noun phrases (a soft material that could be moulded)			
Indicates degrees of possibility using adverbs (perhaps, surely)			
Indicates degrees of possibility using modal verbs (might, should, will, must)			
Uses different forms of past and present tense accurately and appropriately (simple, progressive, perfect)			
Understands and uses the grammatical terminology appropriate to Year 5 and *previous years*. Y5 -modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, comma, ambiguity			
Cohesive Devices			
Drafts and writes by using a range of devices to build cohesion within and across paragraphs			

Uses devices to build cohesion within a paragraph --adverbials: shortly, afterwards, eventually --pronouns: Friday had arrived at last. **It** had been a long time coming. --synonyms			
Links ideas across paragraphs using **adverbials of time** (sometime later, after a number of hours, during the afternoon)			
Links ideas across paragraphs using **adverbials of place** (nearby, beyond the horizon)			
Links ideas across paragraphs using **adverbials of sequence** (first, firstly, second, secondly, finally, lastly, immediately, formerly, thereafter, soon, next)			
Links ideas across paragraphs through tense choices (use of past perfect in 'he had seen her before', when referring back)			
Spelling			
Converts nouns or adjectives into verbs using suffixes (-ate -ise ify)			
Spell verb prefixes correctly (-de -dis -mis)			
Spell some words with 'silent' letters (knight, psalm)			
Spell words from the Y3 and 4 spelling list correctly			
Spell some words from the Y5 and 6 spelling list correctly			
Spell some complex homophones correctly (affect/effect, practice/practise)			
Spell some hyphenated words correctly			
Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary			
Use a dictionary to check the spelling of uncommon or ambitious vocabulary			
Use a thesaurus to find synonyms			
Handwriting			
Write legibly, fluently and with increasing speed choosing whether or not to join specific letters			