Year 5 Writing Assessment

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 describing setting, characters and atmosphere 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) Evaluates and edits by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Evaluates and edits by proposing changes to vocabulary, grammar and punctuation to enhance effects and clorify meaning. Evaluates and edits to correct use of tenseensuring consistent and correct use of tenseensuring 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 pronouns to avoid repetition where appropriate Select the appropriate level of sentence complexity Use brackets, dashes or commas 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 moulde) Indicates degrees of possibility using adverbs (pright, should, will, must) Use se fifterent forms of past and present tense accurately and appropriate (see the appropriate level of sentence co	Diaming and Muiting	<u> </u>	
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 describing getting, characters and atmosphere Begins to integes by redising 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) 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 by renying effectiveness of there own and other's writing 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 a range of conjunctions and adverbials to link, compare, contrast and extend ideas, information and events Makes precise and effere tusing adverbs (perhaps, surely) Indicates degrees of possibility using adverbs (perhaps, surely) Indicates degrees of	Planning and Writing	<u> </u>	
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 setting in books they have read, listened to or seen performed Drafts and writes by précising longer passages Writes in a range geners 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) 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 by ensuring effectiveness of their own and other's writing Evaluates and edits during weather 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 relave clauses beginning with who, where, which, when, whose, that or and omitted relative pronoun for succinentess Grammar and Sentence Structure Use s pronours to avoid repetition where appropriate Select the appropriate level of sentence complexity Use brackets, dashes or commas 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 adverbal (perhaps, surely) Indicates degrees of possibility using adverbs (perhaps, surely) Indicates degrees of pos			
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 profising longer pasages Writes in a range genres taking account of different audiences and purposes Drafts and writes by describing setting, characters and advance the action. Selects and uses organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining) Evaluates and edits by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 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 distinguishing between the language of speech and writing and choosing the appropriate register. Proof reads for spelling and punctuation errors Proof reads for spelling and punctuation errors Use commas to indicate parenthesis Use camage of punctuation taght in previous years Use relaves chases or commas to indicate parenthesis Use relave clases beginning with who, where, which, when, whose, that or and omitted relative pronoun for succinctness Edect 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 adverbs (perhaps, su			
settings in books they have read, listened to or seen performed Drafts and writes by précising longer passages 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) Evaluates and edits by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 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 editsensuring consistent and correct use of tenseensuring consistent and correct use of tenseensuring consistent and correct use of tense			
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) Evaluates and edits by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Evaluates and edits by proposing effectiveness of their own and other's writing Evaluates and edits by proposing effectiveness of their own and other's writing 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 pronound to 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	· · ·		
Writes in a range genres taking account of different audiences and purposes Image: Control of Con			
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 by ensuring effectiveness of their own and other's writing Evaluates and edits by ensuring effectiveness of their own and other's writing Evaluates and edits by ensuring effectiveness of these ensuring the correct tube of tense ensuring the correct tube of tense 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 a range of onjunctions 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 appropriatel (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			
Begins to integrate dialogue to convey character and advance the action. Image: Construct and uses organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining) Evaluating and Editing Image: Construct Text and guide the reader (headings, bullet points, underlining) Evaluates and edits by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Image: Construct Text and edits to yensuring effectiveness of their own and other's writing Evaluates and edits by ensuring effectiveness of their own and other's writing and plural Image: Construct and verb agreement when using singular and plural Evaluates and edits distinguishing between the language of speech and writing and choosing the appropriate register. Image: Construct and text and text and advance text and text an			
Selects and uses organisational and presentational devices to structure text and guide the reader (headings, bullet points, underlining) Image: Construct and construct and points, underlining) Evaluating and Editing Image: Construct and construct and points, and point points, and points, and points, and point point point point, and point point, and point point, and point point point, and point, and point, and point point, and point, and previous			
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 of the entry own and other's writing 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 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) Use sed ifferent forms of past and previous years. Y = modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, comma, ambiguity			
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 by ensuring effectiveness of their own and other's writing Evaluates and edits by 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 Use brackets, dashes or commas to indicate parenthesis Use pronoun for succinctness Grammar and Sentence Structure 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 modal verbs (pright, 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 Y	Selects and uses organisational and presentational devices to structure text and guide the		
Evaluates and edits by proposing changes to vocabulary, grammar and punctuation to	reader (headings, bullet points, underlining)	<u> </u>	
Evaluates and edits by proposing changes to vocabulary, grammar and punctuation to	Evaluating and Editing		
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 Use a range of punctuation taught in previous years 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 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 appropriate to Year 5 and previous years. Y5 -modal verb, relative clause, parenthesis, bracket, dash, comma, ambiguity			
Evaluates and edits ensuring consistent and correct use of tense ensuring the correct subject and verb agreement when using singular and plural 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. ensuring consistent and pluration errors Proof reads for spelling and punctuation errors ensuring consistent and pluration errors Punctuation ensure Use commas to clarify meaning or avoid ambiguity ensure Use relative clauses beginning with who, where, which, when, whose, that or and omitted relative pronoun for succinctness ensure Grammar and Sentence Structure		+	
ensuring consistent and correct use of tenseensuring 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 <i>previous</i> 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			
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 <i>previous</i> 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			
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 proportiate 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 appropriatel (simple, progressive, perfect) Understands and uses the grammatical terminology appropriate to Year 5 and <i>previous</i> 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		<u> </u>	
Proof reads for spelling and punctuation errors Image: Content of the spelling and punctuation errors Punctuation Image: Content of the spelling and punctuation errors Uses a range of punctuation taught in previous years Image: Content of the spelling and punctuation errors Use commas to clarify meaning or avoid ambiguity Image: Content of the spelling and punctuation errors Use commas to clarify meaning or avoid ambiguity Image: Content of the spelling and punctuation errors Use commas to clarify meaning or avoid ambiguity Image: Content of the spelling and punctuation errors Use commas to clarify meaning or avoid ambiguity Image: Content of the spelling and punctuation errors Use commas to clarify meaning or avoid ambiguity Image: Content of the spelling and punctuation errors Use commas to clarify meaning or avoid ambiguity Image: Content of the spelling and the spence of the sp			
Punctuation		+	
Uses a range of punctuation taught in previous years	The reads for spenning and punctuation errors		
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 <i>previous</i> 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	Punctuation		
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 <i>previous</i> 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	Uses a range of punctuation taught in previous years		
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 <i>previous</i> 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			
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 <i>previous</i> 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			
relative pronoun for succinctness		+	
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	relative pronoun for succinctness		
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	Grammar and Sontonco Structuro		
Select the appropriate level of sentence complexity		<u> </u>	
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 <i>previous</i> <i>years</i> . 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		<u> </u>	
information and events		<u> </u>	
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) 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) Indicates terminology appropriate to Year 5 and previous years. Y5 -modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, comma, ambiguity Cohesive Devices Indicates to build cohesion within and across			
moulded) Indicates degrees of possibility using adverbs (perhaps, surely) Indicates degrees of possibility using modal verbs (might, should, will, must) Indicates degrees of possibility using modal verbs (might, should, will, must) 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) Indicates terminology appropriate to Year 5 and previous years. Y5 -modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, comma, ambiguity Cohesive Devices Indicates to build cohesion within and across		<u> </u>	
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) Indicates degrees of possibility using modal verbs (might, should, will, must) 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 Indicates degrees Cohesive Devices Indicates degrees to build cohesion within and across Indicates degrees			
Indicates degrees of possibility using modal verbs (might, should, will, must) 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) Indicates degrees of possibility using modal verbs (might, should, will, must) 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 Indicates degrees Cohesive Devices Indicates degrees to build cohesion within and across Indicates degrees			
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			_
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 Image: Cohesive of devices to build cohesion within and across		 	
Understands and uses the grammatical terminology appropriate to Year 5 and <i>previous</i> 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			
years. Y5 -modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, comma, ambiguity Image: Cohesive Devices Cohesive Devices Image: Cohesive Devices Drafts and writes by using a range of devices to build cohesion within and across Image: Cohesive Devices			
ambiguity			
Cohesive Devices			
Drafts and writes by using a range of devices to build cohesion within and across	ambiguity	<u>├</u> ──	
	Cohesive Devices		
	Drafts and writes by using a range of devices to build cohesion within and across	1	

		
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		
		1