

## Year 5 Writing Assessment Grid

**IMPORTANT : Please note that grammatical features should only be ticked when they add to the composition of a piece of writing, e.g. when they are used to add detail for the reader and are not just added because they are on a tick list.**

Date and genre of work:							
<b>Working towards the expected standard in Y5</b>							
<b>The pupil can:</b>							
write for a range of purposes							
describe settings and characters including expanded noun phrases and adverbials							
use co-ordinating and subordinating conjunctions							
use adverbs to express time							
use prepositions to express place and time							
use paragraphs or sections to organise and structure							
use the full range of punctuation taught at KS1, punctuation for dialogue and commas for fronted adverbials							
maintain standard English forms							
add prefixes and suffixes to spell many words correctly							
spell many KS1, Y3/4 and Y5/Y6 common exception words correctly							
produce legible joined handwriting							
<b>Working at the expected standard in Y5</b>							
<b>The pupil can:</b>							
write effectively for a range of purposes and audiences							
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)							
begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs							
use adverbs to add detail, qualification and precision							
use preposition phrases to add detail, qualification and precision							
use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase							
use relative clauses, sometimes omitting the relative pronoun							
use a wide range of clause structures, sometimes varying their position within the sentence							
use verb tenses mostly consistently and correctly throughout their writing							
use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation)							
use commas for clarity mostly correctly							
use some punctuation for parenthesis (brackets, commas and dashes)							
begin to create atmosphere, and integrate dialogue to convey character and advance the action							
spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/Y4 and some Y5/6)							
Consistently produce legible joined handwriting							
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning							
<b>Working at greater depth in Y5</b>							
<b>The pupil can:</b>							
in narratives, describe settings, characters and atmosphere							
integrate dialogue in narratives to convey character and advance the action							
select precise vocabulary and grammatical structures that reflect the level of formality required mostly correctly							
Knowing how to make writing succinct by using precise grammar and punctuation to engage the reader, sometimes showing and not telling							
using the full range of punctuation taught correctly and appropriately							

Year 5/Year 6 POS	Pupils should be taught to
<p>Writing Transcription – Spelling</p> <p>(See <a href="#">English Appendix 1</a>)</p>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them spell</li> <li>• some words with ‘silent’ letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English Appendix 1</a> use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul>
<p>Writing Transcription – Handwriting</p>	<ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:               <ul style="list-style-type: none"> <li>○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>○ choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>
<p>Writing – Composition</p>	<ul style="list-style-type: none"> <li>• plan their writing by:               <ul style="list-style-type: none"> <li>○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>○ noting and developing initial ideas, drawing on reading and research where necessary</li> <li>○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>• draft and write by:               <ul style="list-style-type: none"> <li>○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>○ précising longer passages</li> <li>○ using a wide range of devices to build cohesion within and across paragraphs</li> <li>○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>• evaluate and edit by:               <ul style="list-style-type: none"> <li>○ assessing the effectiveness of their own and others’ writing</li> <li>○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>○ ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> </li> <li>• proofread for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
<p>Writing – Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:               <ul style="list-style-type: none"> <li>○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>○ using passive verbs to affect the presentation of information in a sentence</li> <li>○ using the perfect form of verbs to mark relationships of time and cause</li> <li>○ using expanded noun phrases to convey complicated information concisely</li> <li>○ using modal verbs or adverbs to indicate degrees of possibility</li> <li>○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>○ learning the grammar for year 5 in <a href="#">English Appendix 2</a> (highlighted in red)</li> </ul> </li> <li>• indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>○ using commas to clarify meaning or avoid ambiguity in writing</li> <li>○ using hyphens to avoid ambiguity</li> <li>○ using brackets, dashes or commas to indicate parenthesis</li> <li>○ using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>○ using a colon to introduce a list</li> <li>○ punctuating bullet points consistently</li> </ul> </li> <li>• use and understand the grammatical terminology in <a href="#">English Appendix 2</a> accurately and appropriately in discussing their writing and reading</li> </ul>

**Appendix 2 (Y5 Content)**

**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 who, which, where, when, whose, that, or an omitted relative pronoun

Indicating degrees of possibility using **adverbs** [for example, perhaps, surely] or **modal verbs** [for example, might, should, will, must]

**Text** Devices to build **cohesion** within a paragraph [for example, then, after that, this, firstly]

Linking ideas across paragraphs using **adverbials** of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] **Punctuation** Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity

**Terminology** modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity,

