Year 5 Writing Assessment

		name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
Working Towards the Expected Standard	To write for a range of purposes and audiences																					
	To select appropriate grammar and vocabulary to match the purpose																					
	To describe the setting, characters and atmosphere with an awareness of the reader																					
	The characters are developed with description, dialogue and actions and they may be used to move events forward.																					
	Organisational and presentational devices to structure text and to guide the reader e.g. Headings, bullet points, underlining																					
	To create paragraphs that are usually suitably linked (this may not be accurate)																					
	Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly																					
	Consistently Use the full range of punctuation from preceding year groups accurately																					
	Start sentences in different ways																					
	Begin to experiment with relative clauses																					
	Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must																					
	Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify																					
	To proof read their work and others to assess and make necessary corrections																					
	The spelling rules and patterns from year 3 and 4 are being used accurately with some exception words also spelled correctly																					
	To use consistently joined handwriting																					
Working at the Expected Standard	Simple, compound and complex sentences are used to extend meaning and add variety and interest as appropriate and for the purpose and audience of the writing																					
	In narrative, to describe the setting, characters and atmosphere to consistently engage the reader. / In non-narrative, the content is well developed and logically linked																					
	The plot is well developed, paced and sequenced / Topic sentences are used to establish the main idea of the paragraph																					
	Distinguish between the formal and informal spoken and written language.																					
	Fronted adverbials are often used to link ideas across paragraphs																					
	Use sentence starters to highlight the main idea																					
	Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.																					
	Use devices to build cohesion within a paragraph consistently and accurately e.g. then, after that, this, firstly																					
	Direct and reported speech used correctly																					
	To use relative clauses with relative pronoun																					
	Parenthesis: Brackets																					
	Parenthesis: Dashes																					
	Parenthesis: Commas																					
	To use commas to clarify meaning with increasing accuracy																					
	Colon used to introduce a list																					
	He spelling rules and patterns from year 5/ 6 are being used accurately with some exception words also spelled correctly																					
	Handwriting is legible and fluent including appropriate choice of letter shape and whether or not to join letters																					
Working at Greater Depth within expected standards	To consistently produce stained and accurate writing from different narrative and nonfiction genres with appropriate structure																					
	Writing for a range of audiences is evident and the purpose made clear – to inform, entertain, persuade etc. These may be manipulated to create impact and to engage the reader.																					
	View point is usually well controlled and convincing and may be the writers, narrators or a characters																					
	Sustain and develop ideas within a paragraph, introducing it with a topic sentence.																					
	To describe characters, setting, and atmosphere with carefully chosen vocabulary to enhance the mood and clarify meaning																					
	Close text with reference to its opening.																					
	To regularly use integrated dialogue accurately and effectively																					
	Re-order sentences to create impact on the reader.																					
	Wide range of adverbs and modal verbs																					
	To use a wide range of words/phrases to link paragraphs with and across to aid cohesion																					
	May use colon or semi colon to link separate clauses																					
	The spelling rules and patterns for years 5 and 6 are being used accurately including confident application of these																					

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