

Writing Assessment Overview – Year 5

	BLW	WTS	EXS	GDS
Transcription (T)	<p>a.I can spell words with the /t:/ sound spelt ei after c.</p> <p>b.I can use the following suffixes: _ant, _ance, _ancy, _ent, _ence, _ency.</p> <p>c.I can spell most words from the Year 3 / 4 spelling list.</p> <p>d.I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>a.I can spell some words with silent letters (e.g.knight, psalm, solemn).</p> <p>b.I can spell some words from the Year 5 / 6 spelling list.</p> <p>c.I can use a Thesaurus.</p>	<p>a.I can spell most of the words from the Year 5 / 6 spelling list.</p> <p>b.I can spell some words with the endings _cial and _tial.</p> <p>c.I can spell homophones and other words often confused (e.g.advise/advice, aloud/allowed).</p>	<p>a.My spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules.</p> <p>b.I generally self-correct spelling errors during proof reading.</p>
Handwriting (H)	<p>a.I can choose the writing implement that is best suited for a task.</p>	<p>a.I can choose whether or not to join specific letters.</p>	<p>a.I can write legibly.</p>	<p>a.I can maintain legibility when joining handwriting.</p>
Composition (C)	<p>a.I can identify the audience for and purpose of the writing.</p> <p>b.I can note and develop initial ideas.</p> <p>c.I can start sentences in a variety of ways.</p> <p>d.I can use examples of similar writing as models for their own.</p> <p>e.I can use paragraphs to organise ideas.</p> <p>f.In narratives I can describe characters and setting.</p> <p>g.I can create characters with some interaction to reveal feelings.</p> <p>h.I can use some appropriate layout features to enhance organisation.</p> <p>i.I have started to create my own layouts to present information on paper or screen.</p> <p>j.I can consider how authors have developed characters and settings from what I have read, listened to or seen performed.</p> <p>k.I can précis short passages focusing on key facts.</p>	<p>a.I can write for a range of purposes.</p> <p>b.I can note and develop initial ideas, drawing on reading and research where necessary.</p> <p>c.I can use paragraphs of varying length to achieve pace and emphasis and to structure the plot.</p> <p>d.In non-narrative writing, I can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).</p> <p>e.In narratives I can describe characters, setting and make some references to atmosphere.</p> <p>f.I can précis short passages focusing on key messages e.g. what is being inferred.</p> <p>g.I can use further organisational and presentational devices to structure text and to guide the reading (for example, headings, bullet points, underlining).</p> <p>h.I can sustain ideas within and between paragraphs and sections.</p> <p>i.I can select appropriate grammar and vocabulary.</p> <p>j.I can comment upon the characters' thoughts and feelings as a writer.</p> <p>k.In narrative attempts are made to vary the pace.</p> <p>l.I can use causal and logical conjunctions in addition to those that signal time e.g. However, therefore.</p> <p>m.I can ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>n.I can assess the effectiveness of my own writing considering purpose and audience.</p> <p>o.I can proof-read for spelling and punctuation errors.</p>	<p>a.I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary entry; direct address in instructions and persuasive writing).</p> <p>b.I can select vocabulary to reflect what the writing requires, doing this mostly appropriately (e.g. using the contracted forms in dialogues in narrative, using passive verbs to affect how information is presented).</p> <p>c.I can use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).</p> <p>d.I can integrate dialogue into writing to convey character and advance action.</p> <p>e.I can extend and develop paragraphs usually around a topic, main point, event or idea</p> <p>f.I can use a range of conjunctions and phrases appropriate to the text type.</p> <p>g.I can experiment with language including the use of imagery, similes and metaphors</p> <p>h.I can ensure correct subject and verb agreement when using singular and plural.</p> <p>i.I can assess the effectiveness of my own and others' writing, (considering sentence and vocabulary variation).</p>	<p>a.My writing uses varied and rich vocabulary and a range of sentence structures.</p> <p>b.The structure and organisation of my writing is carefully and independently chosen to reflect audience, purpose and context.</p> <p>c.Across a range of genres, I create rich settings, atmosphere, characters and plot successfully and consistently.</p> <p>d.My independent non-narrative writing demonstrates well-chosen devices to present information and guide the reader.</p> <p>e.My conscious control of paragraphing across the writing helps shape the overall pieces.</p> <p>f.I can back my constructive evaluations with reasons for my suggestions, including around structure and organisation.</p> <p>g.I can use paragraphs to signal a change of time, scene, action, mood or person.</p>
Vocabulary, Grammar & Punctuation (VGP)	<p>a.I have started to use commas to mark embedded clauses e.g. The pirate, with his cutlass clenched in his teeth, swung onto the ship.</p> <p>b.I can use a colon to introduce a list.</p> <p>c.I can use capital letters, full stops, question marks and commas for lists mostly correctly.</p>	<p>a.I can use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.</p> <p>b.I show general accuracy of punctuation within dialogue and sentences, throughout a piece of writing.</p> <p>c.I can use the perfect form of verbs to mark relationships of time and cause.</p>	<p>a.I can use passive verbs to affect how information is presented in a sentence.</p> <p>b.I can use modal verbs to suggest degrees of possibility.</p> <p>c.I can use contracted forms in dialogues in narrative.</p> <p>d.I can use verb tenses consistently and correctly throughout my writing.</p> <p>e.I can use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate speech).</p> <p>f.I can use brackets, dashes or commas to indicate parenthesis.</p> <p>g.I can use and understand some of the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing.</p>	<p>a.I am starting to play with grammar, devices and structure beyond my PoS as magpied from wider reading but not yet taught.</p> <p>b.My writing demonstrates carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add/slow pace and conjure mood.</p> <p>c.My writing demonstrates fluent and appropriate use of punctuation, including some attempts to create effect.</p>