

**Y5 Writing Assessment Statements**  
Working at The Expected Standard

Name:

The pupil independently demonstrates the ability...

Composition			
To show an awareness of their audience whilst writing for a range of purposes - including writing to <b>entertain, inform, persuade and discuss</b> .			
To begin to show a variation of sentence structures to suit purpose.			
To create paragraphs that are usually suitably linked.			
To describe settings, characters and atmosphere to consciously engage the reader.			
To use integrate dialogue to convey a character and advance the action with increasing confidence.			
To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.			
To select appropriate and imaginative vocabulary suited to the narrative or topic.			
To begin to proof-read longer passages of their own writing by removing unnecessary repetition or irrelevant details.			
To proof-read their work and assess the effectiveness of their own and others' writing and make necessary corrections and enhancements.			
Grammar			
To build cohesion between sentences and across paragraphs by using a wider range of adverbials and conjunctions.			
To begin to select formal and informal language to suit audience and purpose.			
To use and accurately punctuate fronted adverbials of time, manner, number and place.			
To use relative clauses beginning with a relative pronoun (who, which, where, who, whose, that).			
To use adverbs and modal verbs to indicate degrees of possibility, <b>e.g. surely, perhaps, should, might, etc.</b>			
To begin to use the passive voice to affect the presentation of information in a sentence.			
To consistently use the full range of punctuation from previous year groups – including capital letters, full stops, explanation marks and question marks.			
To use apostrophes for contractions and to show possession.			
To accurately punctuate speech with inverted commas.			
To indicate parenthesis by using brackets, dashes or commas.			
To use commas to clarify meaning or to avoid ambiguity with increasing confidence.			
To begin to use semi colons (to separate items in a list).			
Transcription			
To spell many verb prefixes correctly, e.g. <b>deactivate, overturn, misconduct</b> etc.			
Convert nouns or adjectives into verbs using suffixes, e.g. <b>designate, classify, criticise</b> .			
To spell many complex homophones correctly e.g. affect/ effect, practise/practice.			
To spell many of the Year 5 and 6 statutory spelling words correctly (evidenced in independent writing or a spelling test).			
To write legibly, fluently and with increasing speed.			

