

Y5 Writing Assessment Statements
Working Towards The Expected Standard

Name:

The pupil is beginning to demonstrate the ability...

Composition			
To show increasing awareness of their audience whilst writing for a range of purposes - including writing to entertain, inform, persuade and discuss .			
To begin to show a variation of sentence structures to suit purpose.			
To begin to use paragraphs that are usually suitably linked.			
To describe settings, characters and atmosphere with an increasing awareness of engaging the reader.			
To attempt to 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 proof-read their work and assess the effectiveness of their own and others' writing and make necessary corrections and enhancements.			
Grammar			
To extend and add detail to sentences using a range of conjunctions.			
To build cohesion between across paragraphs by using attempting to use adverbials and conjunctions.			
To begin to use fronted adverbials of time, manner, number and place.			
To begin to experiment with relative clauses with support and modeling.			
To use capital letters and full stops consistently.			
To use explanation marks and questions marks mostly accurately.			
To begin to use apostrophes for contractions and to show possession.			
To accurately punctuate speech with inverted commas.			
To indicate parenthesis by using commas.			
To begin to use semi colons (to separate items in a list).			
Transcription			
To continue to secure the spelling of the Year 3 and 4 word list.			
To spell some of the Year 5 and 6 statutory spelling words correctly (evidenced in independent writing or spelling tests).			
To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct etc.			
To spell suffixes- ation; -ous.			
To add suffixes beginning with vowel letters- the sound (i) spelt (y) elsewhere than at the end of words.			
To write legibly, fluently and with increasing speed.			
<u>Next steps towards achieving the expected standard...</u>			

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 entertain, inform, persuade and discuss.			
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, e.g. surely, perhaps, should, might, etc.			
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. de activate, over turn, mis conduct etc.			
Convert nouns or adjectives into verbs using suffixes, e.g. design ate , class ify , critic ise .			
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.			