



Name: _____

Year 5 Writing Assessment

Working towards the expected standard	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Other evidence	
Organise non-fiction and narrative writing mostly independently.								
Describe and create settings and characters – use adjectives, adverbs and some figurative language.								
Use organisational and presentational devices relevant to the text type. <i>e.g. headings, sub-headings</i>								
Use the range of basic punctuation with few errors:								
Capital letters								
Full stops								
Inverted commas for speech								
Question Marks								
Commas for lists								
Apostrophes for contraction								
Apostrophes for singular possession								
Use adverbials to link paragraphs and to build cohesion.								
Use co-ordinating and subordinating conjunctions.								
Use fronted adverbials or subordinate clauses with commas mostly correctly.								
Spell words from the year 3 / 4 spellings list correctly.								
Write legibly – letters are generally the correct orientation and correct size.								
Begin to independently proof read some errors in work and make some improvements.								
Working at the expected standard								
Write effectively for the purpose and audience <i>e.g. using the features of the text type, choosing vocabulary to suit the reader.</i>								
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly <i>appropriately e.g using taught sentence structures effectively, using a range of ambitious vocabulary.</i>								
Describe and create settings, characters and atmosphere – use adjectives, adverbs, figurative language and emotion.								
Integrate dialogue in narratives to convey character and advance the action – use a range of speech verbs and use speech precisely.								
Use adverbials and conjunctions to link ideas within and across paragraphs.								
Use verb tenses mostly correctly throughout their writing.								

Use the range of taught punctuation mostly correctly:								
Apostrophes for plural possession								
Brackets, dashes and/or commas for parenthesis								
Punctuation for direct speech								
Hyphens								
Commas for adverbials and fronted subordinate clauses								
Consistently use nouns or pronouns to aid cohesion and avoid repetition.								
Use relative clauses beginning with a relative pronoun.								
Use a range of sentence structures: simple, compound, complex								
Spell some words from the Year 5 / 6 spelling list.								
Spell taught prefixes mostly correctly e.g. de, over and mis.								
Spell taught suffixes mostly correctly e.g. designate , classify and criticise .								
Spell basic homophones correctly (see board)								
Use neat, joined handwriting at a good pace and mostly consistently.								
Independently proof-read some errors in work and make some improvements.								
Working at greater depth								
Select a range of ambitious vocabulary to enhance the mood, clarify meaning and create pace.								
Use the taught range of punctuation effectively and correctly.								
Use a range of adverbs and modal verbs to indicate degrees of possibility.								
Spell some words from the year 5 / 6 spelling list correctly.								
Spell most homophones correctly (see sheet)								
Check and correct the spelling of uncommon or more ambitious vocabulary.								

Additional notes: