



Year 5 Writing Assessment

Working towards the expected standard					
Drawing upon reading experiences, research and similar writing models, children, with support, will write for a range of purposes selecting appropriate language and structures.					
Select appropriate vocabulary to describe settings, characters and atmosphere with increasing awareness of the reader.					
Begin to use dialogue to convey a character and advance the action.					
Use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining etc					
Use pronouns for cohesion to avoid repetition					
Use mostly correctly (Aa . ? ' ! , for list)					
Begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.					
Begin to experiment with relative clauses with support and modelling					
Use co-ordinating (but, or, yet, so) and subordinating (because, although) conjunctions to extend simple sentences					
Spell many of the Year 3 and 4 statutory spelling words correctly.					
Working at the expected standard					
Drawing upon reading experiences, research and similar writing models, children, with support, will write for a range of purposes selecting appropriate language and structures.					
Use dialogue to convey a character and advance the action with increasing confidence.					
Create paragraphs that are usually suitably linked.					
Use commas to clarify meaning or to avoid ambiguity with increasing accuracy.					
Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.					
Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scuttle, who was a famous inventor, had made a new discovery.					
Use brackets, dashes or commas to begin to indicate parenthesis.					
Use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might					
Use expanded noun phrases to convey complicated information concisely					
Create and punctuate correctly using commas: complex sentences (including subordinate clauses and fronted adverbials). E.g. Exhausted... Grinning.... Like a fish out of water...					
Spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.					
Convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.					
Spell most of the Year 4 statutory spellings					
Spell some of the Year 5 statutory spellings					
Consistently use a neat, joined handwriting style.					
Working at greater depth within the expected standard					
Drawing upon reading experiences, research and similar writing models, children, with support, will write for a range of purposes selecting appropriate language and structures					
Use a range of cohesive devices within and across sentences and paragraphs					
Select vocabulary and grammatical structures that demonstrate a growing awareness of the required formality					
Use a wide range of clause structures, sometimes varying their position within a sentence, across a range of texts.					
Use a full range of punctuation taught mostly correctly					