



Y5 Writing Assessment

Spelling
<i>I can use a thesaurus and a dictionary</i>
<i>I can spell homophones correctly such as: allowed/aloud dessert/desert knew/new</i>
<i>I can form verbs with prefixes e.g. disapprove overestimate and recombine</i>
<i>I can convert verbs into nouns or adjectives by adding a suffix e.g. change – changeable, adore – adorable, terror - terrible</i>
<i>I can spell words with the endings – cious and –tious, -cial and –tial</i>
<i>I can spell words with silent letters e.g. knight, thumb, debt, rustle</i>
<i>I can spell 75% of the words on the Year 5 and 6 word list</i>
Handwriting
<i>I can write fluently using the Grange handwriting script or a legible, flowing joined style</i>
Grammar
<i>I can use adverbs or modal verbs to indicate a degree of possibility e.g. there might be, we may be, we ought to have listened and should have known</i>
<i>I can vary sentence length and word order to sustain interest</i>
<i>I can use relative clauses beginning with who, where, when, which, whose and that e.g. the boy, whose cast you signed, broke his leg playing rugby</i>
<i>I can use commas around additional information to make the meaning of my writing clearer</i>
<i>I can ensure the consistent and correct use of a tense throughout a piece of writing</i>
<i>I can make my subject and verb agree when using the singular and plural form</i>
<i>I can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience</i>
<i>I can punctuate speech correctly using inverted commas around the spoken words and separating the reporting clause with punctuation</i>
<i>I can use punctuation appropriately to create effect ! dash-- hyphen-, ? ...</i>
<i>I can use brackets, dashes and commas to indicate parenthesis (or clauses)</i>
Text Structure
<i>I can organise my paragraph structure to write good stories: the beginning, the build -up, the problem /dilemma, resolution and the ending</i>
<i>I can use conjunctions, within a paragraph, to link the sentences e.g. secondly, in addition, furthermore</i>
<i>I can use a range of devices to adapt writing to the needs of the reader e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnotes, contents</i>
Composition
<i>I can chose words for deliberate effect e.g. stationary rather than stopped</i>
<i>I can use literary features to create effects e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor and simile</i>
<i>I can plan, draft, edit and improve my writing</i>
<i>I can show how the setting affects the mood of my writing e.g. the dark, dank cave oozed terror ...</i>
<i>In my writing, characterisation is evident through action and dialogue</i>
<i>My vocabulary choices are more thoughtful – I use a thesaurus to extend the range of words used in my writing</i>
<i>I can use the features and sentence structures matched to the genre</i>
<i>I can use a range of narrative techniques with confidence interweaving elements when appropriate e.g. action, dialogue, quotation, aside , observation and suspense</i>