

Writing Assessment – Year 5

Autumn Term	Spring Term	Summer Term
<u>Handwriting</u>	<u>Handwriting</u>	<u>Handwriting</u>
<ul style="list-style-type: none"> • Write legibly and fluently with joined writing • Show some awareness of which letters should be left unjoined 	<ul style="list-style-type: none"> • Write legibly and fluently with joined writing at an increased speed • Show much awareness of which letters should be left unjoined 	<ul style="list-style-type: none"> • Write legibly and fluently with joined writing at speed and at length • Show awareness of which letters should be left unjoined and make accurate choices regarding this in their writing
<u>Spelling</u>	<u>Spelling</u>	<u>Spelling</u>
<ul style="list-style-type: none"> • Recognise a thesaurus and know how it can be used • Begin to add the suffixes to given root words (-tious -cious, -tial, -cial -fer) and begin to know the rules to apply these • Begin to spell some words with the letter string ough for some different sounds • Understand that some letters in words are silent and give a few examples of this • Know that dictionaries can be used to check the meaning and spelling of words • Know the i before e rule and apply this with some accuracy • Use a few further homophones accurately in writing with some mistakes (Appendix 1) -ce/se • Begin to use knowledge of morphology and etymology in spelling • Spell some common exception words in a test • Re-cognise a hyphen as different to a dash and know that it can join words 	<ul style="list-style-type: none"> • Use a thesaurus to look up alternative vocabulary with similar meaning to given words • Add the suffixes accurately to root words and begin to use some accurately and independently in writing (-tious -cious, -tial, -cial -fer) • Spell many words with the letter string ough for many different sounds • Know the i before e rule and apply this mostly accurately including some exceptions • Spell many words containing silent letters • Check the spelling and meaning of words in a dictionary when prompted by an adult using the first 3 letters • Use a many further homophones accurately in writing (Appendix 1) -ce/se • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Spell many common exception words in a test • Spell some words using hyphens 	<ul style="list-style-type: none"> • Begin to use a thesaurus independently to make changes (which may not be completely appropriate but begin to show some awareness) to their vocabulary • Add the suffixes accurately to root words and begin to use many accurately and independently in writing (-tious -cious, -tial, -cial -fer) • Spell most words with the letter string ough for most different sounds • Know the i before e rule and apply this accurately including most exceptions • Spell mostly accurately with silent letters in independent writing • Begin to independently seek out a dictionary for the appropriate purpose either to check spelling or meaning in order to help them write using the first 3 or 4 letters • Use a wide range of further homophones accurately in writing (Appendix 1) ce/se • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • Spell most common exception words in a test • Spell many words using hyphens
<u>Composition</u>	<u>Composition</u>	<u>Composition</u>
<ul style="list-style-type: none"> • Plan by noting and developing initial ideas when planning drawing on reading and research • Identify the audience and purpose of their writing • Plan their narratives by beginning to refer to authors that they have read • Describe setting, character and atmosphere appropriately with some consideration to audience and purpose • Begin to precise longer passages • Begin to use a wide range of devices to build cohesion within paragraphs • Begin to use further organisational and presentational devises to structure text and guide the reader • Begin to assess the effectiveness of their own and others' writing • Begin to propose changes to vocabulary and grammar to clarify meaning • Edit tense inaccuracies under guidance of an adult] • Edit subject and verb agreement errors under the guidance of an adult • Begin to proofread for spelling and punctuation errors with support from adults 	<ul style="list-style-type: none"> • Plan mostly independently by noting and developing initial ideas when planning drawing on reading and research • Plan by beginning to show an awareness of the audience and purpose of their writing • Plan their narratives by showing much consideration to authors that they have read and how characters and settings are developed • Describe setting, character and atmosphere appropriately with some consideration to audience and purpose with dialogue integrated into narrative • Write by precisng longer passages • Use a wide range of devices to build cohesion within paragraphs mostly accurately • Use many further organisational and presentational devises to structure text and guide the reader • Assess the effectiveness of their own and others' writing mostly independently learning to occasional guidance or prompts from an adult • Propose mostly accurate changes to vocabulary and grammar to clarify meaning • Edit most tense inaccuracies mostly independently • Edit subject and verb agreement errors mostly independently • Proofread for spelling and punctuation mostly independently 	<ul style="list-style-type: none"> • Plan independently by noting and developing initial ideas when planning drawing on reading and research • Plan by beginning to show a secure awareness of the audience and purpose of their writing and beginning to make choices in their writing to reflect this • Plan their narratives by showing much consideration to authors that they have read and how characters and settings are developed in what they listen to and see performed • Describe setting, character and atmosphere appropriately with much consideration to audience and purpose with dialogue integrated into narrative • Write by precisng longer passages • Accurately use a wide range of devices to build cohesion within paragraphs • Use most further organisational and presentational devises to structure text and guide the reader • Assess the effectiveness of their own and others' writing independently • Propose accurate changes to vocabulary and grammar to clarify meaning • Edit most tense inaccuracies independently • Edit most subject verb agreement errors independently • Proofread for spelling and punctuation errors mostly independently

Grammar and Punctuation	Grammar and Punctuation	Grammar and Punctuation
<ul style="list-style-type: none"> • Know the terms subject and object • Begin to use modal verbs for possibility • Begin to use relative clauses and pronouns • Begin to recognise formal and informal speech • Begin to use expanded noun phrases to convey info concisely • Begin to use brackets dashes and commas for parenthesis • Begin to use further devices for cohesion to link ideas across paragraphs with adverbials • Convert some nouns or adjectives into verbs using suffixes • Use some verb prefixes eg. dis- mis- • Recognise a colons • Begin to use perfect forms of verbs to mark relationships between time and cause 	<ul style="list-style-type: none"> • Make some choices to change the formality of speech and writing where appropriate • Know the terms subject and object and recognise them in sentences • Use many modal verbs for possibility • Use relative clauses and pronouns mostly accurately • Use expanded noun phrases to convey info concisely • Use brackets dashes and commas for parenthesis with some accuracy • Use some further devices for cohesion to link ideas across paragraphs with adverbials • Convert many nouns or adjectives into verbs using suffixes • Use many verb prefixes eg. dis- mis- de- re- • Use a colon to introduce a list • Use perfect forms of verbs to mark relationships between time and cause with some accuracy 	<ul style="list-style-type: none"> • Make many choices to change the formality of speech and writing where appropriate • Know the terms subject and object and recognise them in sentences and explain their meaning • Use many modal verbs for possibility in a range of pieces of writing • Use relative clauses and pronouns accurately in a range of pieces of writing • Use expanded noun phrases to convey info concisely in a range of pieces of writing • Use brackets dashes and commas for parenthesis with accuracy • Use many further devices for cohesion to link ideas across paragraphs with adverbials • Convert many nouns or adjectives into verbs using suffixes • Use many verb prefixes eg. dis- mis- de- re-over- • Use a colon to introduce a list in a range of pieces of writing • Use perfect forms of verbs to mark relationships between time and cause mostly accurately