

YEAR 5 WRITING ASSESSMENT

NAME: _____

CLASS: _____

JUDGEMENT:

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|---|----------|---|
| 1 | Entering | A child is just starting to work within that year group's objectives. |
| 2 | Within | A child has achieved a significant number of objectives within that year group. (50%) |
| 3 | Secure | A child has achieved the vast majority of objectives within that year group. (90%) <i>In order to be secure, a child must achieve 100% of key indicators (red.)</i> |

ASSESSMENT NEEDS TO BE ACROSS A RANGE OF TEXTS TO INCLUDE A BALANCE OF FICTION, NON-FICTION AND POETRY.

| AUDIENCE, PURPOSE AND CONTEXT | VOCABULARY, GRAMMAR, PUNCTUATION | STRUCTURE AT TEXT LEVEL | SPELLING | HANDWRITING |
|---|---|---|---|---|
| Some independent identification of the audience for, and the purpose of writing, with selection of an appropriate form, e.g. chooses to write a letter of thanks / recount / leaflet, following a visit to a museum. Uses other similar writing as a model for their own. | Uses modal verbs and adverbs to indicate possibility, (he is likely to win; he could win; he will probably win). | Uses different devices to build cohesion within paragraphs, e.g. conjunctions (although, once); determiners (some [cats], this [species]); pronouns (it, we, they); adverbs (then, however, therefore). | Uses further prefixes and suffixes and understands the guidance for adding them. | Chooses which shape of a letter to use when given choices and decides whether or not to join specific letters. |
| Notes and develops initial ideas, drawing on reading and research where appropriate. | Uses relative clauses (beginning with who, which, where, whose, that) to post-modify nouns, noun phrases or whole sentences (James, who was afraid of the dark, huddled under the bedclothes. I have finished my homework, which was difficult.). | Links ideas across paragraphs using adverbials of time (the following evening); place (out of nowhere); and number (secondly). | Spells some words with 'silent' letters [for example, knight, psalm, solemn]. | Chooses the writing implement that is best suited for a task. |
| Creates characters and settings and atmosphere using appropriate description demonstrating some understanding of the way in which these are developed by authors. | Consistently uses correct subject and verb agreement for singular and plural structures. | Creates whole text coherence and cohesion through appropriate and consistent choices of tense. | Continues to distinguish between homophones and other words which are often confused. | |
| Selects appropriate grammar and vocabulary, demonstrating understanding of alternative meanings (his mother was extremely cross; a cross marked the spot; they had to cross the mountains). <i>(*Partly evident in writing.)</i> | Uses brackets, dashes or commas to indicate parenthesis. | Uses organisational and presentational devices to structure text and guide the reader, e.g. underlining, arrows, fact boxes. | Uses knowledge of morphology and etymology in spelling and correctly spells most words that need to be learnt specifically, as listed in English Appendix 1 Y5 & 6. | |
| Uses dialogue to convey character in narratives. | Uses commas to clarify meaning or avoid ambiguity in writing, e.g. to mark phrases or clauses. | | Uses a dictionary to check the spelling and meaning of words. | |
| Proposes changes to vocabulary, grammar and punctuation to clarify meaning. | Uses the grammatical terminology in English Appendix 2 Y1 - 5 when discussing own and others' writing. | | Uses a thesaurus to check meaning and look for synonymous vocabulary. | |
| Checks and corrects spelling and punctuation errors in accordance with expected knowledge (See English Appendix 1 Y5 & 6 and Appendix 2 Y5). | | | | <p><i>*All italics - LPS addition</i></p> <p><i>Red text: Key indicators. Evidence in children's independent writing. (100% for secure.)</i></p> <p><i>Black text: Requires assessment by other means (eg class/group observations).</i></p> <p><i>Green text: To be assessed through written work and other observations but used to inform, not over-rule, overall judgement. (Separately tested at end of KS.)</i></p> |
| (When planning for narrative ideas for characters and settings ideas are drawn from what they read, listened to or seen performed.) | | | | |