Y5 Writing

Age related expectations Assessment Grid for Writing: Year 5

Name _____   Class- Y1   Y2   Y3   Y4   Y5
Y6

	I can start!	I can link!	I can write it!	My Punctuation	My Spelling	My Presentation
Year 5: Emerging	Greater range of time connectives are used to start sentences. 'ly' starters.	Variety of subordinate conjunctions are being used.	Personification used to enhance description. Paragraphs give the reader a sense of clarity. Writing is cohesive. Tense is consistent throughout writing. Vocabulary choices are clearer: a thesaurus is used to extend choices when appropriate. Words are chosen for precision: 'tumbled', rather than 'fell'. A variety of sentence types are used. Complex sentences are becoming more confidently used.	Inclusion of brackets where appropriate. Use of a colon to introduce a list.	Able to read and spell 25 words and 5 irregular from the 50 Y5 word list. Able to spell words with silent letters. The following ending for words are understood and used: cious/tious 'vicious' cial/tial endings eg. 'official' ant/ance/ancy/ observant ent/ence/ency 'innocent'	Work is always proof read for spellings, errors in punctuation and to ensure it makes sense. Handwriting is consistently joined and is legible.
Year 5: Meeting	Prepositions now routinely used as an appropriate starter and elaborated on, for example: *'Beneath the dim light of the lamppost.'* Adverbial phrases used as starters. eg. 'At the side of the caravan…'	Children use subordinating conjunctions routinely and appropriately. Conjunctions are used within paragraphs to link sentences.	Passive verbs are used. Changes proposed to vocabulary, grammar and punctuation to enhance effects and to clarify meaning. In non-fiction pieces organisational devices are 'naturally' used: headings, bullet points. Dialogue consistently comprises of verb and adverb. Dialogue moves the action forwards in stories. Style is sustained. Reported speech, in addition to direct speech, is used for characterisation. Writing is cohesive and sustained in length. Writing has an appropriate pace. Writing shows increased and confident use of complex sentences.	Dashes used where appropriate. Ellipsis is used accurately. Speech demarcation is always accurate, including	Able to read and spell most words from the 50 Y5 word list. The following ending for words are understood and used: -ible 'sensible' -able 'dependable' -ably 'comfortably' -ibly 'possibly'	In non-fiction presentational devices such as underlining are used.
Year 5: Advancing	Expanded 'ing' clauses used as openers, eg. *'Sobbing mournfully, she gazed into the distance'* Expanded 'ed' clauses used as openers, eg. *'Petrified, Ben fled the scene.'*	Causal connectives are used appropriately.	Sentences 'of 3' are used to move on action 'John ran home, grabbed his swimming kit and went for a splash.' Ideas are linked between paragraphs using adverbials of time, place and number, eg. 'later, near to, finally…' Paragraphs are cohesive and sequential. Speech has clear actions, "Stop! She shouted, running after the thief." Relative clauses are used: Who, which, where, when, whose, that… Relevant information in writing is conveyed clearly and accurately. Closings link to openings. Ideas within paragraphs are sustained and developed.	Brackets, dashes and commas to indicate parenthesis. Accurate use of commas to clarify meaning/avoid ambiguity. Punctuation used is more adventurous; including a semi-colon.	Able to read and spell all words from the 50 Y5 word list. Understands and uses the 'i before e except after c' rule: 'deceive' 'believe' Use of the hyphen is understood and used appropriately: 'co-ordinate'	