

# Year 5 Writing Assessment

Name:

Class:

<b>Working at the expected standard</b>								
Plan and write for a range of purposes and audiences								
Use headings, sub-headings and bullet points to structure non-fiction writing								
Proofread & edit own work to make sure it is free from common spelling, punctuation and grammar errors								
Describe settings and characters								
Reflect the level of formality required <b>mostly correctly</b>	Select appropriate vocabulary							
	Use adverbs and modal verbs to indicate degrees of possibility							
Use topic sentences to open paragraphs which organise ideas effectively								
Use a variety of sentence types and openers (including the use of subordinate conjunctions)								
Use cohesive devices: adverbials, conjunctions and pronouns - within paragraphs and within and across sentences								
Use relative clauses and relative pronouns								
Use verb tenses increasingly consistently and accurately								
Use Year 5 punctuation <b>mostly correctly</b>	Use inverted commas and associated speech punctuation <b>correctly</b>							
	Use commas for clarity							
	Use punctuation for parenthesis ( ) - ,							
	Use apostrophes for plural possession							
Spell <b>most</b> words correctly (Year 5)								
Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters								

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Name:

Class:

Working at greater depth within the expected standard							
Write effectively for <b>most</b> purposes and audiences, to engage the reader and draw independently on wider reading as models for my own writing							
Writing is clearly structured and organised (in narratives and non-fiction the closing refers to the opening)							
Use sentences for effect: long to add description and short for emphasis, suspense or effect.							
Consistently choose a level of formality which is appropriate for the register of the text							
Use commas <b>accurately</b>							

In conjunction with the above: Ensure Standard English spoken eg: was/were, them/these, in/on