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| **Y5 Writing Assessment** using the English writing framework In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.Learning from previous year groups **must** continue to be revised and practised across both key stages. The national curriculum expectations: **proof-read for spelling and punctuation errors** and **propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning will** be important in enabling all children to meet the standards for their year groups. | Child’s name |

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| **Working *towards* the expected standard** The pupil can: |
|  | **Date**  | **Date**  | **Date**  | **Date**  | **Date** |
| write for a range of purposes |  |  |  |  |  |
| use paragraphs to organise ideas |  |  |  |  |  |
| in narratives, describe settings and characters |  |  |  |  |  |
| in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) |  |  |  |  |  |
| use the range of punctuation taught up to and including Y2 correctly" and **some** of the punctuation taught in Y3 and Y4 |  |  |  |  |  |
| spell correctly common exception words and **many** words from Y3/4 spelling lists\* and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible |  |  |  |  |  |
| write legibly.1 |  |  |  |  |  |
| **Working *at* the expected standard** The pupil can: |
| write for a range of purposes and audiences, and **mostly** select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing) | **Date**  | **Date**  | **Date**  | **Date**  | **Date** |
|  |  |  |  |  |
| in narratives, describe settings, characters and atmosphere |  |  |  |  |  |
| begin to convey character and advance the action through dialogue, maintaining a balance of speech and description |  |  |  |  |  |
| select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses) |  |  |  |  |  |
| use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in **much** of their writing |  |  |  |  |  |
| use verb tenses consistently and correctly throughout **most** of their writing |  |  |  |  |  |
| use the range of punctuation taught up to and including Y5 **mostly** correctly" (e.g. commas separating clauses; punctuation for parenthesis) |  |  |  |  |  |
| spell correctly words from learning in previous year groups, and **some** words from the year 5 *I* year 6 spelling list\*, using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary |  |  |  |  |  |
| write legibly, fluently and with increasing speed. 2 |  |  |  |  |  |
| **Working at greater depth** The pupil can: |
| begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types) | **Date**  | **Date**  | **Date**  | **Date**  | **Date** |
|  |  |  |  |  |
| choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect |  |  |  |  |  |
| sustain and develop ideas within paragraphs |  |  |  |  |  |
| begin to independently use punctuation" and sentence constructions to show the difference between formal and informal writing3 (e.g. contractions in speech). |  |  |  |  |  |