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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** | |
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| 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). |  |  |  |  | | |  |