Y5 Writing Assessment

Grammar

I can begin to expand noun phrases by using prepositional phrases (e.g. about, above, below, underneath) detail.	
I can begin to expand noun phrases by using relative clauses (which, who, whom, that, whose) to add detail.	
I can begin to use adverbials including prepositional phrases to add detail.	
I can begin to use adverbs (e.g. perhaps, surely, certainly) to show degrees of possibility.	
I can begin to use modal verbs (e.g. could, should, might) to show degrees of possibility.	
I can begin to use the passive voice to affect the presentation of information in my sentences.	
I can begin to use a wide range of clauses, sometimes varying their position in a sentence.	

Writing Composition

I can begin to write for a wide range of purposes and audiences.	
I can begin to create effective settings in stories.	
I can begin to create effective characters in stories.	
I can begin to create effective atmosphere and tension in stories.	
I can begin to create effective plots in stories.	
I can begin to write dialogue effectively to show characters feelings, thoughts and actions.	
I can begin to integrate dialogue effectively to advance the action.	
I can begin to maintain appropriate style in non-fiction writing to sustain the reader's interest throughout in non-fiction writing.	
I can begin to maintain appropriate vocabulary to sustain the reader's interest throughout in non-fiction writing.	
I can begin to select and vary vocabulary that reflects the level of formality.	
I can begin to select and vary grammatical structures that reflect the level of formality.	
I can begin to use thesaurus to develop vocabulary.	

Writing Process

I can begin to plan and draft writing.	
I can begin to plan and draft making choices about the audience, purpose and form of my writing.	
I can begin to develop ideas at the planning stage using text examples and other research.	
I can begin to draft and revise writing.	
I can begin to show understanding of how drafting and revising improve meaning.	
I can begin to proof read for spelling and punctuation.	
I can begin to proof read for grammatical errors (e.g. subject/verb agreements, tense use).	

Punctuation

I can begin to punctuate simple sentences accurately with commas and full stops.	
I can begin to punctuate compound sentences accurately with commas and full stops.	
I can begin to punctuate complex sentences accurately with commas and full stops.	
I can begin to use inverted commas for clarity mostly correctly.	
I can begin to use commas for clarity mostly correctly.	
I can begin to use punctuation for parenthesis mostly correctly.	
I can begin to correctly use semi-colons, dashes, colons and hyphens some of the time.	

Structure and Organisation

I can begin to extend and elaborate on ideas within paragraphs.	
I can begin to use a range of p[presentation and organisation to structure my texts for different purposes and audiences.	
I can begin to use a wide range of devises for cohesion within and between paragraphs (e.g. adverbials, synonyms, pronouns, ellipsis, verb tense/form, phrases to avoid repetition).	

Spelling and Handwriting

I can begin to spell accurately in general.	
I can begin to spell increasingly complex words correctly.	
I can begin to spell common homophones correctly.	
I can begin to spell words with endings – cious, tious, ant, ance, ancy, ent, ence, emcee, ible, able, ibly, ably, cial, tial	
I can begin to use my knowledge of word structure to spell.	
I can begin to use my knowledge of word structure to check spelling.	
I can begin to spell words from statutory word lists for year 5 and 6.	
I can begin to write fluently and legibly with increasing speed.	