

Fellgate Primary School
Year 5 Writing Assessment

	Composition and Organisation	Punctuation	Description	Grammar		Spelling	HW
Non-Negotiables	I can write for a range for purposes and audiences	I use capital letters, full stops, exclamation marks, question marks and commas for lists mostly correctly.	I can describe characters and settings	I make some use of co-ordinating and subordinating conjunctions	My person (1 st person, 3 rd person etc.) and tense choices are consistent and appropriate	I can spell most of the Year 3 / 4 Common Exception Words	I produce legible, joined handwriting
	I can use paragraphs to organize my ideas	I use apostrophes for contraction, singular possession and plural possession mostly correctly.		I use a range of sentence types: statements, exclamations, questions and commands	I use adjectives, adverbs of manner and powerful verbs	I apply most of the Year 3/4 spelling rules, including prefixes and suffixes	
	I use organizational features such as headings, subheadings and bullet points as appropriate.	I use speech marks and other punctuation mostly correctly.		I know whether to use 'a' or 'an' depending on the following word	I can use adverbials to link sentences and paragraphs cohesively	I apply some of the Y5 spelling patterns in my writing, including homophones	
Expected	I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.	I can punctuate using bullet points consistently. I can use a colon to introduce a list.	I use expanded noun phrases to add qualification and precision	I use a wide range of co-ordinating (FANBOYS) and subordinating (ON A WHITE BUS) conjunctions	I use the simple, progressive and perfect tenses (past and present) in my writing	I apply most Y5 spelling patterns correctly in my writing.	
	I can generate ideas, drafts, redrafts to ensure meaning and impact on the reader is clear.	I can use commas to clarify meaning or avoid ambiguity, including commas to mark openers, fronted and embedded clauses and fronted adverbials I can use hyphens to avoid ambiguity	I create vivid description using a range of figurative language: similes, metaphors, personification, alliteration, onomatopoeia.	I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.	I use adverbs and adverbial phrases of time, manner, place, frequency, reason and degree to link ideas within and across paragraphs.	I spell many homophones correctly	
	I can maintain appropriate vocabulary and formality throughout my writing.	I can use commas, brackets and dashes to indicate parenthesis	I can use narrative techniques to build suspense and tension	I can vary the position of relative and subordinate clauses within a sentence	I use prepositional phrases to add detail and precision	I can spell most of the Year 5 Common Exception Words	
	I proof-read my work to correct spelling, grammar and punctuation mistakes.	I can use semi-colons in a descriptive list	In narratives, I can integrate dialogue to convey character and / or action	I can use modal verbs or adverbs to indicate degrees of possibility	I use a range of openers in my writing (TCAPS)		
	I edit my work to create an improved and refined final draft	I am beginning to use semi-colons, colons and dashes to mark the boundaries between independent clauses					
	Greater Depth	I can manipulate structure e.g.: showing tense shifts in my writing (e.g. from present to past and back to present in a diary entry or story); using flashback in narrative; writing from a different perspective)	I can use ellipsis	I can personify abstract nouns.	I can use the passive voice to affect the presentation of information in a sentence.	I use the simple, progressive and perfect tenses (past and present) in my writing to show consistency of contrasts in tense as appropriate.	I can apply some of the Year 6 spelling patterns correctly in my writing
I can use and understand formal and informal language when it is relative to the purpose		I confidently use colons, semi-colons and dashes to mark the boundaries between independent clauses	I can use a wider range of openers in my writing (IT SPACE)		I can use the subjunctive mood	I can spell some of the Year 6 Common Exception Words	

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