

N/A = Not applicable → = Developing  
 ✓ = Achieved . = Not achieved

## Year 5 Writing Assessment

Name: \_\_\_\_\_

<b>Working at the expected standard</b>									
<b><u>Text types</u></b>									
• Using vocabulary to create an atmosphere.									
• Selecting vocabulary to reflect the level of appropriate formality									
• Demonstrate a confident and established voice									
• Use a range of cohesive devices - A range of conjunctions - Adverbials to begin sentences - Linking ideas across paragraphs									
• Indicate degrees of possibility using modal verbs and adverbs									
• Use the correct tense and person									
• To use a variety of sentence structures - Relative clause within and at the end of sentences - Subordinate clauses in different positions - Short sentences to vary pace - Variety of sentence openers									
• Add detail, qualification and precision - Modify adjectives to create impact - Use of figurative language									
• Mostly correctly: - Apostrophes (possession and contractions) - Commas for clauses - Inverted commas - Brackets, dashes and commas to indicate parenthesis - All previously taught punctuation									
• Spelling some words correctly (Years 5 and 6) and all previously taught spellings.									
• Maintaining legibility, fluency in handwriting.									

To be used in conjunction with 'English Assessment Appendix' (grammar and expectation documents).

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## Year 5 Writing Assessment

Name: \_\_\_\_\_

### Working at greater depth

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<b>Text types</b>								
<ul style="list-style-type: none"> <li>To demonstrate an awareness of formality as appropriate to audience and purpose</li> </ul>								
<ul style="list-style-type: none"> <li>Use sentence structure and layout matched to the requirements of the text type.</li> </ul>								
<ul style="list-style-type: none"> <li>Begin to use passive and active voice appropriately.</li> </ul>								
<ul style="list-style-type: none"> <li>Create a consistent atmosphere:               <ul style="list-style-type: none"> <li>- Advancing action</li> <li>- Create flashbacks where appropriate</li> </ul> </li> </ul>								
<ul style="list-style-type: none"> <li>Maintaining legibility, fluency in handwriting with increasing speed</li> </ul>								
<ul style="list-style-type: none"> <li>To use a range of punctuation (including showing an awareness of colons, semi-colons and hyphens) to show control and awareness of the reader.</li> </ul>								