

Year 5 English WRITING Assessment Grid

Year 5 Pupil:							
Working Towards the Expected Standard							
Date and genre of work:							
Write for a range of purposes							
Use paragraphs to organise ideas							
In narratives, describe settings and characters.							
In non-narratives, use devices to structure							
Use mostly correctly:	capital letters						
	full stops						
	question marks						
	commas for lists						
	apostrophes for contraction						
	apostrophes for plural possession						
Correctly use fronted adverbials (including the comma after the fronted adverbial)							
Use expanded noun phrases including modifying adjectives, nouns and preposition phrases							
Correctly use a range of determiners							
spell most words correctly* (year 3 and 4)							
produce legible handwriting							
Working At the Expected Standard							
Write for a range of purposes, using the appropriate language for each genre							
Describe settings, characters and atmosphere							
Select age-appropriate vocabulary and grammatical structure that reflects what the genre requires including:	modal verbs						
	contracted forms						
Use cohesive devices to an age appropriate level (pronouns, conjunctions, adverbials)							
Correct verb tenses							
Use mostly correctly:	inverted commas						
	commas for clarity						
	punctuation for parenthesis						
Use some correctly:	semi-colons						
	dashes						
	colons						
	hyphens						
spell some words correctly* (year 5 and 6) and use a dictionary to check unfamiliar words							
Legible, joined handwriting							
Working at Greater Depth							
Use dialogue to convey character and advance the action.							
Select vocabulary and grammatical structure that reflects what the genre requires (including modal verbs, passive verbs and contracted forms)							
Use cohesive devices to a Year 6 level, writing texts that have cohesion throughout							
Begin to different levels of formality , particularly through grammar and vocabulary, at an age appropriate level							