

| Writing Assessment: Year 5 and 6 | | Pupil: |
|-------------------------------------|-----|---|
| Vocabulary, Grammar and Punctuation | 1. | recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms |
| | 2. | using passive verbs to affect the presentation of information in a sentence |
| | 3. | using the perfect form of verbs to mark relationships of time and cause |
| | 4. | using expanded noun phrases to convey complicated information concisely |
| | 5. | using modal verbs or adverbs to indicate degrees of possibility |
| | 6. | using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun |
| | 7. | learning the grammar for years 5 and 6 in English Appendix 2 |
| | 8. | using commas to clarify meaning or avoid ambiguity in writing |
| | 9. | using hyphens to avoid ambiguity |
| | 10. | using brackets, dashes or commas to indicate parenthesis |
| | 11. | using semi-colons, colons or dashes to mark boundaries between independent clauses |
| | 12. | using a colon to introduce a list |
| | 13. | punctuating bullet points consistently |
| | 14. | Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. |
| Composition | 15. | identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own |
| | 16. | noting and developing initial ideas, drawing on reading and research where necessary |
| | 17. | in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed |
| | 18. | selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning |
| | 19. | in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action |
| | 20. | precising longer passages |
| | 21. | using a wide range of devices to build cohesion within and across paragraphs |
| | 22. | using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] |
| | 23. | assessing the effectiveness of their own and others' writing |
| | 24. | proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning |
| | 25. | ensuring the consistent and correct use of tense throughout a piece of writing |
| | 26. | ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register |
| | 27. | Proof-read for spelling and punctuation errors |
| | 28. | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear |
| Transcription | 29. | use further prefixes and suffixes and understand the guidance for adding them |
| | 30. | spell some words with 'silent' letters [for example, knight, psalm, solemn] |
| | 31. | continue to distinguish between homophones and other words which are often confused |
| | 32. | use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 |
| | 33. | use dictionaries to check the spelling and meaning of words |
| | 34. | use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary |
| | 35. | use a thesaurus |
| | 36. | choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters |
| | 37. | choosing the writing implement that is best suited for a task |