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| **Y5 Writing Assessment Framework 2018** |
| **Working towards the expected standard for Y5** |
| The pupil can: |  |  |  |  |  |  |
| * Write for a range of purposes and audiences
 |  |  |  |  |  |  |
| * Demarcate sentences mostly accurately
 |  |  |  |  |  |  |
| * Describe settings and characters
 |  |  |  |  |  |  |
| * Use paragraphs or sections to organise and structure according to purpose and audience
 |  |  |  |  |  |  |
| * Use co-ordinating and subordinating conjunctions
 |  |  |  |  |  |  |
| * Use adverbs, adverbials and prepositions
 |  |  |  |  |  |  |
| * Use inverted commas, commas for fronted adverbials and apostrophes for singular and plural possession mostly correctly
 |  |  |  |  |  |  |
| * Add prefixes and suffixes to spell many words correctly
 |  |  |  |  |  |  |
| * Spell many Y3/4 and common exception words correctly
 |  |  |  |  |  |  |
| * Consistently use the diagonal and horizontal strokes required to join letters
 |  |  |  |  |  |  |
| **Working at the expected standard for Y5** |
| The pupil can: |
| * Write effectively for a range of purposes and audiences, using language that shows awareness of the reader
 |  |  |  |  |  |  |
| * Select vocabulary and grammatical structures that reflect what the writing requires on many occasions
 |  |  |  |  |  |  |
| * Use paragraphs to structure and organise ideas
 |  |  |  |  |  |  |
| * Integrate dialogue to convey character
 |  |  |  |  |  |  |
| * Describe settings, characters and atmosphere
 |  |  |  |  |  |  |
| * Use some cohesive devices within and across sentences and paragraphs
 |  |  |  |  |  |  |
| * Use different verb forms accurately and consistently (including modal verbs)
 |  |  |  |  |  |  |
| * Use co-ordinating and subordinating conjunctions
 |  |  |  |  |  |  |
| * Use a wide range of clause structures, varying their position within the sentence (with the addition of relative clauses)
 |  |  |  |  |  |  |
| * Use adverbs, adverbials and prepositions for precision
 |  |  |  |  |  |  |
| * Maintain Standard English forms correctly
 |  |  |  |  |  |  |
| * Use the range of punctuation taught mostly correctly, including punctuation for parenthesis (brackets, commas and dashes) and commas for clarity
 |  |  |  |  |  |  |
| * Spell some Y5/6 words correctly
 |  |  |  |  |  |  |
| * Increase the legibility, consistently and quality of handwriting
 |  |  |  |  |  |  |
| **Working at greater depth within the expected standard for Y5** |
| The pupil can: |
| * Write effectively and coherently for a range of purposes and audiences, using language that shows awareness of the reader
 |  |  |  |  |  |  |
| * Use the full range of KS2 punctuation correctly and appropriately
 |  |  |  |  |  |  |
| * Make precise and assured vocabulary choices
 |  |  |  |  |  |  |

(There are no additional statements for handwriting or spelling)