

## Writing Assessment – Orange (Y5 – 32 objectives)

Expected for the Autumn Term (EXS)	Expected for the Spring Term (EXS) (Greater Depth in the Autumn Term)	Expected for the Summer Term (EXS) (Greater Depth in the Spring Term)	Greater Depth in the Summer Term (GDS)	
Secure in previous year group + 25% (8 or more) of objectives secure All must be underlined objectives.	50% (16 or more) of objectives secure A significant quantity of which are the underlined objectives.	75% (24 or more) of objectives secure (all underlined objectives).	All objectives mastered, embedded and applied consistently with appropriate authorial style for their age.	
<p>Children working within the correct year group objectives, but not in the above categories, are ‘working towards standard’ (WTS)</p> <p>Children working within a different year group objectives are ‘below’ (BLW)</p> <p>Children working within a different key stage objectives are ‘pre-key stage’ (PKS) except where they are in Y3 working at Y2 which will be termed as BLW.</p>				
Handwriting	Construction & Organisation of sentences and texts	Writing for effect	Punctuation	Spelling
<p><u>Handwriting is neat, joined correctly and consistently sized.</u></p> <p>Writes with speed.</p>	<p><u>Uses correct verb-subject agreement when using singular and plural. e.g. The boy eats....; the boys eat.</u></p> <p><u>Uses a wider range of conjunctions for cohesion:</u></p> <ul style="list-style-type: none"> <li>• <u>Subordinating: however, furthermore, despite, in addition, since</u></li> <li>• <u>Coordinating: FANBOYS</u></li> <li>• <u>Time adverbials</u></li> </ul> <p><u>Uses subordinate clauses to create multi-clause sentences.</u></p>	<p><u>Effectively selects words for deliberate effect.</u></p> <p><u>Has a variety of sentence starts e.g. begins sentences with a verb (e.g. Enunciating every word clearly) or an adjective (e.g. Fatigued after his long run).</u></p> <p><u>Ideas are developed by using techniques such as expanded noun phrases and adverbials.</u></p> <p><u>Explores figurative language e.g. similes and metaphors and begins to use personification.</u></p> <p><u>Develops characters and settings through integrating description and action in a narrative e.g. Disheveled and wind-beaten, Michael, strolled through the luscious, green meadow. He saw in the distance, a tiny puff of smoke billowing from the cottage’s chimney.</u></p> <p><u>Integrates dialogue accurately to convey character and advance action</u></p> <p><u>Uses standard and non-standard English correctly according to audience.</u></p> <p><u>Uses informal and formal vocabulary appropriately e.g. find out/discover, ask for/request, go in/enter.</u></p>	<p><u>Uses commas mostly accurately to separate phrases and clauses.</u></p> <p><u>Uses brackets, dashes and commas for parenthesis.</u></p> <p><u>Uses the rules of dialogue accurately:</u></p> <ul style="list-style-type: none"> <li>• <u>Inverted commas around speech.</u></li> <li>• <u>Capital letter at the beginning of speech.</u></li> <li>• <u>New line for a new speaker.</u></li> <li>• <u>Punctuating speech accurately inside the inverted commas.</u></li> <li>• <u>Can place the explanation of speaker at the beginning, middle and end, and punctuate correctly.</u></li> </ul> <p><u>Proof-reads, edits and assesses the effectiveness of their own and others writing, suggesting and making improvements (grammar, vocab, punctuation and spelling).</u></p>	<p><b><u>Spells at least 50% of the Year 5/6 word list correctly.</u></b></p> <p><u>Spells some words with silent letters accurately e.g. knight, psalm, solemn, government.</u></p> <p><u>Spells most homophones correctly.</u></p> <p><u>Spells ough words correctly</u></p> <p><u>Uses hyphens correctly to join prefixes co- and re- to a root word.</u></p> <p><u>Chooses the correct suffix for words ending in ‘ible’ and ‘able’</u></p> <p><u>Knows the ‘i before e except after c’ rule and the exceptions to this rule.</u></p> <p><u>Continues to use a range of prefixes: ‘un’, ‘dis’, ‘mis’, ‘re’, ‘super’, ‘im’, ‘il’, ‘ir’, ‘in’ ‘sub’, ‘inter’, ‘anti’ and ‘auto’.</u></p>
<b>Evidence:</b>	<p><u>Uses relative clauses beginning with: which, who, where, when, whose or that.</u></p> <p><u>Uses tense usually accurately throughout and can change between tenses.</u></p> <p><u>Indicates degrees of possibility using modal verbs e.g. definitely, perhaps, surely, might, must.</u></p> <p><u>Uses paragraphs correctly in all text types and begins to use cohesive devices. e.g. that, this and adverbials of time (later, then, after), place (nearby) and order (firstly, secondly).</u></p> <p><u>Uses the appropriate style and features for a text type e.g. to persuade, instruct, inform or entertain.</u></p> <p><u>Non-narrative is ordered clearly and logically using organizational and presentation devices appropriate to the text type e.g. introduction and conclusion, headings, bullets etc.</u></p> <p><u>Plans for their writing are well thought out, detailed and support the writing process.</u></p>			

