



YEAR 5 WRITING ASSESSMENT FRAMEWORK



Pupil name:		Class and year:	Evidence and notes
C o r e T a r g e t s	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) <i>*Drawing on wider reading as an influence on their writing style is push for GD</i>		
	I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in a narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) <i>*Managing shifts extremely effectively between levels of formality is push for GD</i>		
	I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs		
	I can use verb tenses mostly consistently and correctly throughout their writing		
	I can use the range of punctuation taught at KS2 mostly correctly (e.g. capital letters, full stops, question marks, exclamation marks, commas for clarity, apostrophes for contractions and possession). <i>*Mindful application of this punctuation to enhance the clarity of writing is push for GD</i>		
	I can describe settings, characters and atmosphere in narratives		
	I can integrate dialogue in narratives to convey character and advance the action <i>*Distinguishing between the language of speech and writing and choosing the appropriate register is push for GD</i>		
	I can spell correctly half the words from the year 5/year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary		
I can maintain legibility in joined handwriting when writing at speed for whole paragraphs			
S u p p o r t i n g	I can plan and develop my ideas for writing, drawing on research and experiences with support and, at times, independently.		
	I can proofread, edit and re-draft my work with adult prompting during the writing process.		
	I can organise my work appropriately for the text type, keeping my reader firmly in mind (for example, paragraphs, headings and bullet points)		
	With support, I can make some correct use of semi-colons, dashes and colons to mark the boundary between independent clauses		
	I can mostly use hyphens correctly to avoid ambiguity		
	I can use subordinate and relative clauses, and mostly correctly using correct punctuation		
	With support, I can use passive verbs to affect the presentation of information in a sentence		
	I can express degrees of possibility using modal verbs and adverbs		
	I can use expanded noun phrases to add detail, qualification and precision, including the selection of appropriate synonyms		
	I can use adverbs to add detail, qualification and precision		
	I can précis longer passages (for example, summarising key points in concluding paragraphs).		
	I can use -ough correctly e.g. although, thorough and brought.		
	I can spell the homophones in the Year 5/6 list e.g. isle and aisle, cereal and serial, and practice, practise.		
	I can spell the common confusions in the Year 5/6 list e.g. advice, advise and effect, affect.		
I can spell common words with silent letters e.g. knight, thistle, island.			
I can distinguish between ei and ie words including exceptions e.g. receive, brief, protein.			

