

Writing Assessment Framework Year 5

To be working at Expected at the end of each term in Year 5, pupils must:										Key: Some – Shown on occasions but not frequently. Many – Frequently shown but not consistent. Most – Occasional errors.																
	Dimensions of PoS	Key Learning – Autumn Term	Dates and/or evidence of pieces of work							Key Learning – Spring Term	Dates and/or evidence of pieces of work							Key Learning – Summer Term	Dates and/or evidence of pieces of work							
Transcription Refer to appropriate stage in school's scheme when	Handwriting	Ensure children can write fluently and legibly.								Ensure children can write fluently and legibly.								Ensure children can write fluently and legibly, showing many correct joins across words and sentences.								
		Children should be able to use their handwriting fast enough to keep pace with what they want to say.								Children should be able to use their handwriting fast enough to keep pace with what they want to say.								Children should be able to use their handwriting fast enough to keep pace with what they want to say.								
	Spelling (encoding)	Refer to school's spelling scheme.								Refer to school's spelling scheme.								Refer to school's spelling scheme.								
		Some words from the Year 5/6 spelling list are spelled correctly.								Some words from the Year 5/6 spelling list are spelled correctly.								Many words from the Year 5/6 spelling list are spelled correctly.								
Composition	Punctuation	Consolidate Year 4: Commas after fronted adverbials.							Many commas are used correctly to clarify meaning to avoid ambiguity, (relative clauses, lists etc)							Most commas are used correctly to clarify meaning or avoid ambiguity. Using commas, brackets and dashes for parenthesis independently.										
		Consolidate Year 4: Apostrophes to mark plural possession.						Practise adding dashes to pre-written sentences for parenthesis.							Insert semi-colons, colons and dashes to mark boundaries between independent clauses in pre-written sentences. Use of the colon to introduce a list and semi-colons within lists.											
		Consolidate Year 4: Use of inverted commas and other punctuation to indicate directed speech.							Use commas for relative clauses.							Converting nouns and adjectives into verbs using suffixes.										
		Use commas for relative clauses.								Use brackets in pre-written sentences.								Write sentences with parentheses both accurately and appropriately.								
		Use brackets in pre-written sentences.						Use modal verbs to indicate degrees of possibility.							Consolidation of previous 2 terms.											
	Grammar	Consolidate Year 4: Appropriate choice of pronouns and noun to avoid repetition.							Use adverbs to indicate possibility.							Use a range of devices to build cohesion within paragraphs (then, after, next, this)	Link ideas across paragraphs using: • adverbials of time, • place, • number • tense choices									
		Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.								Use a range of devices to build cohesion within paragraphs (then, after, next, this).									Plan and draft a piece of writing (narrative, non-fiction or poetry) which uses the correct structures for the text type.							
		Use of expanded noun phrase to convey information concisely.									Plan and draft a piece of writing (narrative, non-fiction or poetry) which uses the correct structures for the text type and vocabulary to enhance meaning.										Write and edit a piece of writing (narrative, non-fiction or poetry) which uses the correct structures for the text type and vocabulary to enhance meaning.					
		How words are related by meaning (synonyms, antonyms).						Use a range of devices to build cohesion within paragraphs (then, after, next, this). Plan and draft a piece of writing (narrative, non-fiction or poetry) which uses the correct structures for the text type and vocabulary to enhance meaning. Write and edit a piece of writing (narrative, non-fiction or poetry) which uses the correct structures for the text type and vocabulary to enhance meaning. Narrative to accurately include speech. Assess the effectiveness of their own and other's writing and suggesting improvements. Propose changes to grammar and vocabulary to enhance effect.							Use a range of devices to build cohesion within paragraphs (then, after, next, this). Plan and draft a piece of writing (narrative, non-fiction or poetry) which uses the correct structures for the text type. Write and edit a piece of writing (narrative, non-fiction or poetry) which uses the correct structures for the text type and vocabulary to enhance meaning. Narrative to accurately include speech. Assess the effectiveness of their own and other's writing and suggesting improvements. Propose changes to grammar and vocabulary to enhance effect.											
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