

Year 5 Writing assessment:

Autumn	A thesaurus can be used to find words of similar meaning to enhance meaning
	Silent b and silent t
	Spelling ough
	Spelling ible and able
	Homophones: cereal serial , heard herd steal steel stationery stationary father farther
	Ensuring correct subject and verb agreement when using singular and plural,
	Mostly consistent and correct use of tense
	Use expanded noun phrases to convey complicated information/adding details
	Use nouns and pronouns appropriately for clarity, cohesion and avoid repetition
	Consolidate from Y4 Extending the range of sentences with more than one clause by using a wider range of conjunctions (when before after while so if therefore because although)
	Link ideas across paragraphs, using adverbials of time, place and manner (later, nearby, happily), pronouns, repetition, conjunctions and punctuation
	Plan by noting and developing initial ideas, drawing on reading and research where necessary
In writing narratives, considering how authors have developed characters and settings in what pupils have read,	
Draft and write by: Proof read for spelling and punctuation errors linked to taught year 5 spelling, punctuation and	
Spring	Spelling patterns ibly, ably, ent, ence, ancy
	Spelling shus ent, ence
	Spelling ee spelt ei
	Homophones: affect effect accept except advice advise practice practise
	Use dialogue to convey character e.g. "Sit down!" shouted the bus driver angrily, red-faced and pointing his finger.
	Use indirect speech
	Use parenthesis using brackets, dashes and commas
	Use relative clauses beginning with, who, which, where, when, whose, that, or an omitted relative pronoun
	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
	Use literary techniques and precise vocabulary choices to create specific impact to evoke time, place and mood
In narratives, describing settings, characters and atmosphere	
Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	
Summer	Spelling ending ant, ance, ancy
	Spelling shus spelt cious, shus spelled tious
	Spelling shul spelt cial, tial
	Homophones including: principal principle bridal bridle proceed precede weary wary
	Spell most of the Y5 common exception words
	Can extend sentences using more sophisticated conjunctions (e.g. however, nevertheless, despite, contrary to, even though, therefore
	Indicate degrees of possibly using adverbs E.G perhaps, surely and modal verbs E.G might, should, will, must
	Use commas to clarify meaning or avoid ambiguity in relative clauses and for parenthesis
	Make multi-clausal sentences using - after, as, as if, as long as, as though, before, if, in case, once, since, than, that, until, unless, when (ever), where (ever), whereas, while, providing, so long as
	Can choose language according to formality (conversational/contractions/slang or standard english
	Identify the audience and purpose for the writing selecting the appropriate form and using similar writing as models for their own
Ensuring the consistent and correct use of tense throughout a piece of writing	
Distinguish between the language of speech/writing and choose the appropriate register	
GDS	Accurately use all taught punctuation
	Spell mostly accurately all words, spelling patterns, prefixes and suffixes taught
	Select language appropriate to the purpose and audience
	Draw on their experiences and what they have read in their writing