Assessment Criteria   **Writing Year 5**

Name:			Class:	Year:	Unit 1	Unit 2	Unit 3	Afternoon	Overall	
Start score:		Target Score:	End Score:							

Transcription: Spelling

	Unit 1	Unit 2	Unit 3	Afternoon	Overall	
1. Use further prefixes and suffixes and understand the guidance for adding them *(Sp 5:1-11; GH 5:1,2)*						
2. Spell some words with silent letters *(Sp 5:14-18; GH 5:3,4)*						
3. Continue to distinguish between homophones and other words which are often confused *(Sp 5:19,20; GH 5:5,6)*						
4. Use dictionaries to check the spelling and meaning of words *(GH 5:7)* and use a thesaurus						
5. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary *(GH 5:8,9)*						
Transcription: Handwriting						
6. Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters						
7. Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task						
Writing: Composition						
8. Plan their writing by: identifying the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models *(e.g. text type prompts & scaffolds)*						
9. Plan their writing by: noting and developing initial ideas drawing on reading and research where necessary *(e.g. planning scaffolds UKS2)*						
10. Draft and write by: selecting appropriate grammar and vocabulary *(pupil prompts UKS2)*						
11. Draft and write by: using a range of devices to build cohesion within paragraphs *(e.g. pupil prompts UKS2; GH 5:10,11)*						
12. Draft and write by: using further organisational and presentational devices to structure text and to guide the reader *(e.g. text type prompts UKS2; GH 5:12,13)*						
13. Evaluate and edit by: assessing the effectiveness of their own writing *(e.g. 'up-stage' prompts UKS2)*						
14. Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects *(e.g. 'up-stage' prompts UKS2)*						
15. Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing *(e.g. 'up-stage' prompts UKS2; GH 5:14,15)*						
16. Evaluate & edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing *('up-stage' prompts UKS2; GH 5:16,17)*						
17. Proof-read for spelling and punctuation errors *(e.g. 'up-stage' prompts UKS2)*						
Writing: Vocabulary, Grammar and Punctuation						
18. Use the perfect form of verbs to mark relationships of time and cause *(GH 5:18,19)*						
19. Use expanded noun phrases to convey complicated information concisely *(GH 5:20,21)*						
20. Use modal verbs or adverbs to indicate degrees of possibility *(GH 5:22)*						
21. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun *(GH 5:23)*						
22. Use commas to clarify meaning or avoid ambiguity in writing *(GH 5:24)*						
23. Use brackets to indicate parenthesis *(GH 5:25)*						
24. Uses dashes or commas to indicate parenthesis *(GH 5:25)*						

Expected @autumn	Expected @ spring	Expected @ Summer						
7+	13+	19+						