

Child: _____

Year 5	Objective explanation
5E	
I can write legibly.	Children need to write legibly ; however, this does not need to be joined .
I can consistently organise my ideas into paragraphs.	Children need to organise ideas into paragraphs .
I can use capital letters and full stops mostly correctly.	Children should be able to use capital letters and full stops , however, there may be some inconsistency. This should include capital letters for proper nouns (names of people or places) and the word I. Children can make some errors; however, it should not be more than once or twice.
I can use question marks and exclamation marks mostly correctly.	Children should be able to use question marks to show their understanding of the differentiation between a question and a command or statement . Children should be able to use an exclamation mark indicate a sudden or forceful order, intensity of an emotion (e.g., surprise) or volume. Children can make some errors; however, it should not be more than once or twice.
I can use pronouns to avoid repetition.	Children should be able to use pronouns (he, she, they, them) to avoid repetition.
I can add expanded noun phrases to make sentences more precise and detailed.	Children to use expanded noun phrases to add extra detail or to make the sentence more precise (e.g. The majestic, towering oak tree; The tall girl with black hair; The girl in the corner of the room). Children to use a comma to indicate adjectives in a list if appropriate.
I can use the correct subject and verb agreement when using singular and plural (they/we were , I/he/she was)	Children should use the correct subject verb agreement when referring to singular or plural (e.g. she was, he is, they were, we were).
5E+	
I can use apostrophes for contraction	Children should use apostrophes to show the omission of letters in a word. (won't – would not, can't – could not, I'd – I had, teach – Nobody's – Nobody is and) There can be some errors in their writing when demonstrating this skill. Children can make some errors; however, it should not be more than once or twice.
I can analyse text types before writing, understanding the features they use, and applying these to my own writing.	Children to analyse a range of writing for different purposes. Children to understand features used in the writing and their effect on the reader and apply these in their writing.
I can spell some words from the year 3/year 4 common exception words.	These should be added into the children's writing . This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. Please see attached the list of YR 3/4 common exception words . Children need to have attempted to write these words, however, only a few spellings need to be correct. These spelling can also be assessed in a spelling test.
I can use the first three or four letters of a word to check spelling, meaning or both in a dictionary/iPad.	Children to show evidence of editing of spellings in their work using green pen. Children to use their iPads or dictionaries to check their spelling .
I can use inverted commas around the words being spoken in a sentence.	Children need to be able to use inverted commas correctly to punctuate direct speech. Children can make some errors; however, it should not be more than once or twice.

Child: _____

I can develop characters and describe settings	Children should use the senses to describe a setting. Children can use a range of descriptive techniques, such as: expanded noun phrases (the glistening, frosty icicle) ; similes (the curtains covered the window, like a protective cloak shields a secret) . The curtains covered the window as gracefully as a dancer twirling across the stage); metaphors (The curtains were a fortress) ; Fronted adverbials or prepositional phrases (In the distance, above the treetops) ; and conjunctions to extend a sentence and add detail (subordinate conjunctions, after, before, when, as. Co-ordinating conjunctions, and, but and so.). Children should use the above skills to also describe characters.
I can use brackets to add parenthesis	Children should be able to use brackets for parenthesis in their writing: The door (which squeaked loudly) swung open with a gust of wind. WBC (White blood cells) help to defend our body from infection. Children can make some errors; however, it should not be more than once or twice.
I can use similes and metaphors to add interest.	Children should be able to use similes (The sun was like a giant, glowing orange in the sky, warming everything it touched) and metaphors (Her laughter was a melody, filling the room with joy and happiness) to add interest.
5D	
I can plan my writing by noting down and developing ideas, drawing on reading/research when necessary.	Children need to be able to organise their thoughts , ensuring that their work is purposefully structured . In the planning phase (refine) children should be able to add vocabulary that they have learnt within the unit. Children's planning should be independent by this point (February). Children should be able to include ideas, drawing from wider reading where appropriate.
I can recognise vocabulary and structures that are appropriate for formal writing.	Children should be able to understand grammar and vocabulary that is appropriate in formal writing . In formal writing, children should avoid contractions and use appropriate vocabulary that avoid colloquialisms .
I can punctuate bullet points consistently.	Children should be able to use bullet points in their work to organise items in a list.
I can use presentational devices to guide the reader (e.g. headings, bullet points and underlining).	Children should be able to use headings, subheadings and bullet points in their work, ensuring that they are used purposefully to guide the reader. (Heading: Tom Daley – Olympic Diver, Subheading: Early life, Bullet points: Used to split up items in a list.)
I can use a colon to introduce a list.	Children should be able to use colons in a sentence to introduce a list: The recipe calls for three main ingredients: flour, sugar, and eggs . Children can make the occasional error – however, this should not be more than once or twice at the most.
I can use modal verbs or adverbs to indicate degrees of possibility.	Modal verbs and adverbs are used to show degrees of possibility (might happen) or certainty (will happen): (modal verb and adverb of certainty): She will definitely complete the project by the deadline. (modal verb of possibility): He might consider joining us for dinner later. See the attached list for examples.
I can use a subordinate clause and vary their position in the sentence.	Children should be able to use subordinate clauses in their writing and vary their position. Children should understand that commas should be used for subordinate clauses at the beginning or embedded in the sentence. (If we get time, we will go to the cinema. We will go to the cinema, if we get time, to see Spiderman.)
5D+	
I can spell most words from the year 3/year 4 common exception words.	These should be added into the children's writing . This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these

Child: _____

	<p>words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. Please see attached the list of YR 3/4 common exception words. Children can make the occasional error – however, this should not be more than once or twice at the most. This can be assessed through a spelling test.</p>
<p>I can spell some of the year 5 and 6 common exception words.</p>	<p>These should be added into the children’s writing. This should be carefully thought out at the start of each unit and the children should be given a word list of appropriate words to use in their writing. Children should practise these words daily and in their spelling lesson, to ensure that these are spelt correctly in their final piece of writing. Please see attached the list of YR 5/6 common exception words. Children need to have attempted to write these words, however, only a few spellings need to be correct. This can be assessed through a spelling test.</p>
<p>I can use a thesaurus/iPad to improve my word choices.</p>	<p>Children should be able to use their iPads to improve their word choices. Choices should be appropriate, and children should choose synonyms that are suitable to the purpose of their writing.</p>
<p>I can use a wide range of subordinating and coordinating conjunctions e.g before, after, while, so, because although, when, if, however, nevertheless</p>	<p>Children should be able to use conjunctions to extend a sentence and add detail (subordinate conjunctions, after, before, when, as – AWHITEBUS/ISAWAWABUB attached. Co-ordinating conjunctions, and, but and so – see FANBOYS attached).</p>
<p>I can use relative clauses using the appropriate relative pronoun (who, which, where, when, whose, that etc.).</p>	<p>Children should use relative clauses using a relative pronoun to add extra information into a sentence. Usually relating to a noun: (At the top of the house, shone a dazzling ruby, which pulsed like the beating of a heart.)</p>
<p>I can edit spelling and punctuation errors (proofread)</p>	<p>For this skill, children should show evidence of editing their spelling, punctuation (omission of commas, full stops, brackets, dashes, ellipsis, question marks) and their grammar (rereading the sentence to ensure it makes sense by reading aloud, uplevelling adjectives and verbs).</p>
<p>I can use personification to add interest</p>	<p>Children should be able to use personification to add interest in their writing to develop their descriptive writing. The haunted house groaned under the weight of its own ghostly history, its timeworn walls whispering haunting tales of bygone horrors to the reluctant night.</p>
<p>5S</p>	
<p>I can use tense consistently and correctly in many pieces of writing.</p>	<p>Children should be able to use verbs that relate to the tense they are writing in. Remember a verb can be an action, but it is also a state of being (was, is, am, are, were, be, being, been). He was singing in the school choir. They were singing in the school choir.</p>
<p>I can use dashes to add parenthesis.</p>	<p>Dashes are used as another way to punctuate parenthesis: She had a simple plan—pack a lunch, grab a book, and head to the park for a quiet afternoon. Children can make some errors; however, it should not be more than once or twice.</p>
<p>I can use comas mostly accurately throughout my writing, for range of purposes.</p>	<p>Children should be able to use commas for a range of purposes: Commas for a list (the sleek, black cat), or for a list in a sentence (Sam, Jack and I) or (Butter, sugar and eggs). Children should understand that the last item in this list should not include a comma but use and instead.), commas for ambiguity (I love my parents, Lady Gaga and Taylor Swift) The comma is used in this example to show that they love 4 people. Commas for subordinate clauses at the start of a sentence or embedded in a sentence: If we get time, we will go to the cinema. We will go to the cinema, if we get time, to see Spiderman. Commas for fronted adverbials: In the morning, I got up and made my bed. Children can make some errors; however, it should not be more than once or twice.</p>

Child: _____

I can use apostrophes for singular and plural possession.	Children should use apostrophes for singular and plural possession - The dog's bone is buried in the backyard. (The bone belongs to one dog.) The dogs' leashes are hanging by the door. (The leashes belong to multiple dogs.)
I can punctuate speech correctly (inverted commas, ending punctuation, capital letter, reported clause)	Children need to be able to use inverted commas, full stops, commas and question marks correctly to punctuate direct speech. For 6D , a child should be able to use direct speech with a reported clause at the end of a sentence . "Hurry up!" shouted Amelia. "It's raining again," moaned Arthur. Children should also know that direct speech needs to start on a new line for each new speaker . Children can make some errors; however, it should not be more than once or twice .
I can build cohesion within a paragraph (for example then, after that, firstly).	Children should be able to use a range of skills to build cohesion : Using fronted adverbials: Next, then, after to guide the reader . Repetition can also be used as a cohesive device to highlight or emphasise important information . Using pronouns in a sentence allows you to refer to a noun without having to repeat it .
I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and referring back.	Children should be able to use adverbial of time and place in their writing. These do not have to be fronted adverbials and can sit anywhere in a sentence. The placement should be varied for effect and purpose. Adverbials for time: In the morning , I got up and made my bed. The concert, scheduled for Friday , was postponed due to unforeseen circumstances. Adverbials for place : She left her keys on the kitchen counter . At the top of the mountain , a breathtaking view unfolded before our eyes.
I can perform my own compositions using appropriate intonation, volume and movement	Children should be able to perform their writing , focusing on intonation , using volume and movement to help relay the intended effect on the audience.
I can identify and use simple past, present and future tense (SPAG)	Simple past tense : The past tense describes something that took place at a specific time and has finished . I walked the dog yesterday. Present tense : The present tense describes actions that happen regularly . She spends every evening tidying her room. Future tense : This describes an action that has not happened yet but may happen in the future . I will walk to the shops.
I can identify and use the past and present progressive. (SPAG)	Past progressive : describes actions that took place in the past over a period of time . I was walking the dog when it started raining. Present progressive , describes an action that is happening now . She is tidying her room.

5S+	
I can use hyphenated words within my writing	Children should be able to use hyphens in words and use them to reduce ambiguity in sentences. Twenty-seven, brother-in-law, man-eating .
I can semi-colons between independent clauses.	Children should be able to use semi-colons to mark the boundary between two related main clauses. For example: My car is red; my friend's car is blue. Children can make the occasional error – however, this should not be more than once or twice at the most .
I can integrate dialogue in narratives to convey character and advance the action (new line new speaker, purposeful dialogue, extending reported clause).	Children should be able to show how a character feels or move the action forwards by showing what the character is doing . The direct speech should be integral to the content of the story . If the direct speech is taken away, the story should not make sense without it: "I've had enough of this!" exclaimed Amy as she stormed

Child: _____

	<p>towards the door – Emotion Sarah exclaimed, “I can't believe you found the secret entrance!” as she led the way into the hidden chamber, her flashlight revealing ancient artifacts scattered across the floor. Children should also be able to experiment with the position of the reported clause in the sentence, this will affect the punctuation of direct speech.</p>
<p>I can use appropriate ambitious vocabulary to enhance my writing</p>	<p>Children to be able to use ambitious vocabulary which is appropriate to the text type and the purpose of the text. (The ingenious contraption crafted by the young inventor amazed everyone at the science fair. Despite facing formidable challenges, the team never wavered in their determination to reach the summit of the mountain.)</p>
<p>I can evaluate and make revisions to my writing by proposing changes to vocabulary, grammar and punctuation (upskill)</p>	<p>Children will use editing for purpose. They will focus on additions and omissions to further the meaning they intend to have on the reader. Editing at the this level should be more than uplevelling and adding in or correcting punctuation. It should be redrafting what they have already written for the impact they wish to have on the reader. For example: Overwritten Sentence: The car was moving in a very slow and leisurely manner down the quiet and peaceful street. Rewritten with a Powerful verb: The car crawled down the serene street.</p>

Child: _____

F A N B O Y S

for and *nor* *but* or yet so

I S A W A W A B U B

if *since* as when although while *after* before *until* because

Year 5 Writing Assessment

Age Related Expectations Statements



Child: _____

Child: _____

