



Year 5 Writing Assessment (Statements)

Name:		Class:	
Writing - Composition			
I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.			
I can write pieces describing settings, characters and atmosphere.			
I can include speech that helps picture the characters personality or mood as well as moving the action forward.			
I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.			
I can set out my work using headings, sub- headings, columns, tables or bullet points to structure the text and guide the reader.			
I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.			
I can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.			
Writing – Grammar (sentence structure)			
I can mark and edit work to have the correct tense throughout.			
I can proof read, correcting punctuation and spelling.			
I can use clause structures, sometimes varying their position within the sentence.			
I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.			
I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.			
I can perform my own compositions with confidence.			
I can select verb forms for meaning and effect.			
Writing - Punctuation			
I can mostly use correctly	Full stops, capitals, questions and exclamation marks		
	a/an		
	inverted commas		
	commas for clarity (and for lists)		
	punctuation for parenthesis		
	Apostrophes to mark singular and plural possession		
I am beginning to use correctly	semi colons		
	dashes		
	colons		
	hyphens		
I can use the full range of punctuation above mostly correctly.			
Writing - Spelling			
I can spell most words correctly (Year 5 expectations)			
I make very few mistakes in my spelling (Year 5 expectations)			
Writing - Handwriting			
I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.			

For **S** to be achieved children have to show that they are able to achieve all the statements written in black.

For **S+** to be achieved children have to show that they are able to achieve all the statements written in **black and purple**.



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