

ASSESSMENT GRID FOR WRITING YEAR 5

	STAGE D: Typical Range of Year 5 Attainment		
	5.1	5.2	5.3
	Beginning to develop Year 5 expectations	Embedding understanding of Y5 expectations	Demonstrates mastery and application of Y5 expectations
Sentence Structure	Simple shades of meaning may be used to emphasise or intensify (e.g. <i>quite large, very slowly</i>)	Use of adverbs to make meaning more precise (shades of meaning) e.g. <i>hugely successful, greatly improved, unusually etc</i>	Indicates degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>)
	Sometimes uses relative clauses (beginning with: who, which, why, whose, where, that) e.g. <i>Paula, who was the best footballer in school, scored the winning goal.</i>	*Uses relative clauses to: -add extra information for the reader -Show what someone is thinking -explain the meaning of a word -emphasise a point. -Achieve economy in word choice *Beginning to use relative clauses with an omitted relative pronoun e.g. <i>Daisy, the farmer's daughter, milked the cow.</i>	Usually uses relative clauses with an omitted relative pronoun
	Developing the range of subordinating conjunctions used within given examples and directed guided writing tasks *Contrast – <i>however, never the less</i> *Concession – <i>although, despite, still, even though</i> *Cause and Effect – <i>consequently, thanks to</i> (Not always used correctly due to misunderstanding of meaning)	Continues to develop the range of subordinating conjunctions used and shows greater understanding of meaning and accuracy in their selection	Independently uses a range of subordinating conjunctions
	Uses short sentences for effect		Varies sentence length e.g. short sentences for pace and tension and longer sentences for detail and description
Punctuation	Parentheses (punctuation to mark parenthesis - words and phrases written in brackets or between commas or dashes) are usually accurate when used for relative clauses e.g. * <i>The boy, who was wearing a raincoat, decided to go out in the atrocious weather.</i> * <i>At home – where the fire was blazing – the mother began to tell the tale.</i> * <i>The box (which was on the table) looked like it was full of presents.</i> * <i>Understands how to use brackets to explain an abbreviation.</i> <i>E.g. HGV (Heavy Goods Vehicle)</i>	Parentheses are usually accurate when used to indicate relative clauses and relative clauses with an omitted relative pronoun	Brackets, dashes or commas are used to indicate parenthesis

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	Some use of commas to mark phrases or clauses e.g. <i>Even though she was tired out, Rachel wouldn't stop running.</i>	Usually uses commas to mark phrases or clauses e.g. <i>When the storm was over, Jon and Rachel went home.</i>	Uses commas to clarify meaning and avoid ambiguity <i>After we left Grandma, Dad and I went to the cinema. /After we left, Grandma, Dad and I went to the cinema.</i>
	Usually follows punctuation rules for speech e.g. <i>He said, "Follow the rules!"</i> (comma after the reporting clause; end punctuation within inverted commas) Usually uses a new line each time there is a new speaker	Mostly starts a new line for a new speaker	Sometimes follows the correct rules for 'interrupted speech' e.g. <i>"Come here quick," bellowed Jonny, "before it's too late!"</i>
	Uses devices to build cohesion within a paragraph (e.g. firstly, then, this demonstrates, subsequently, penultimately)		* Can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) *Can link ideas through tense choices e.g. he <u>had</u> seen her before
Text structure and organisation	Mostly organises related events or ideas into paragraphs		Control over content within paragraphs by e.g. use of topic sentences to open a new paragraph and the content of that paragraph develops this key idea e.g. <i>Sarah screamed loudly as she was approached by the ominous figure. Slowly it crept towards her. Its hideous claws...</i> (rest of the paragraph describes creature and her fear).
		Independent application of layout devices e.g. line breaks, subheadings and diagrams	
Composition And Effect		Writing demonstrates that some content is selected to inform and engage the reader (this may not always be maintained)	Growing awareness of reader needs and is usually able to select content to inform and engage the reader
			Viewpoint is considered but not always maintained through opinion, attitude and position, e.g. <i>Mrs. Smith was feeling sad because her fish had died. I don't want to go out to play if it is raining.</i>
			Demonstrates they can use new vocabulary (drawn from sources such as class discussions/lessons and their own reading) appropriately and effectively.
			* In narratives, describes atmosphere *Can precise longer passages
Performance			Perform their own compositions, using appropriate intonation and volume so that meaning is clear Beginning to build in appropriate movement e.g. hand gestures, an emphasising movement (a stamp. clap, click etc)

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