Writing Assessment Grid – Year 5

Evidence from assessed piece of writing and Target Books/Evidence & Professional Judgement.

Name												
Transcription - handwriting												
I can choose the style of handwriting to use for a given task and adapt my handwriting for effect.	1											
I can write fluently, using a clear, neat, joined and consistent script.	2											
Composition												
I can adapt my writing to suit the audience and purpose of the writing.	3											
I can use the organisation, grammatical features and vocabulary appropriate for a range of text types e.g. persuasion, explanation, discussion, formal letter.	4											
I can start sentences in different ways, using subordinate clauses, rhetorical questions and fronted adverbials to create atmosphere and engage the reader.	5											
I can integrate dialogue into my narratives to convey character.	6											
I can establish a writer's 'voice', commenting on or describing characters or events consistently.	7											
I can summarise a paragraph.	8											
I organise my writing into well-structured, cohesive paragraphs which create 'flow'.	9											
Vocabulary, grammar and punctuation												
I can build cohesion in and between paragraphs by using pronouns correctly.	10											
I can use more sophisticated conjunctions to build cohesion across a text e.g. furthermore, however.	11											
I can use modal verbs or adverbs to indicate degrees of possibility e.g. should, must, perhaps, surely.	12											
I can use relative clauses beginning with who or which.	13											
I can edit my writing to maintain a formal voice where required.	14											
I can use brackets, dashes or commas to indicate parenthesis.	15											

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I can choose vocabulary and word order to engage the reader or build tension e.g. On the stroke of midnight, it pounced.	16											
Name												
I can use stylistic devices to create effects in writing e.g. simile, metaphor.	17											
I can ensure the consistent and correct use of tense throughout a piece of writing.	18											
I can use complex sentence structures accurately e.g. edit to ensure clarity, main clause, comma.	19											
I always use apostrophes and inverted commas accurately.	20											
Transcription - spelling												
I can form verbs using prefixes e.g. 'dis', 'de', 'mis'.	21											
I can convert nouns or adjectives into verbs by adding a suffix e.g. 'ate','ise', 'ify'.	22											
I can spell some words with 'silent' letters, e.g. *knight*, *psalm*, *solemn*.	23											
I can recognise and spell most homophones and other words which are often confused.	24											
I can spell identified commonly mis-spelt words from Year 5/6 word list.	25											
I can use the first three or four letters of a word to check the spelling or meaning in a dictionary.	26											
I can use a thesaurus to find synonyms.	27											
I can use a range of spelling strategies.	28											
Greater Depth Targets												
My narrative writing contains a well-controlled balance of different sentence types and direct speech, all of which I have chosen for effect.	29											
I use similes and metaphors to enhance description; these do not interrupt the 'flow' of my writing.	30											
I use paragraphs which begin with an opening topic sentence to shape my non-fiction texts.	31											
I can use changes in time or place to advance the action effectively within a story.	32											

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I am beginning to use semi colons to mark the boundary between independent clauses in my writing.	**33**												
I use commas to mark phrases and clauses and to clarify meaning.	**34**												
I always use apostrophes correctly, including those which mark plural possession.	**35**												
Score													
Stage judgement													