Writing Assessment Grid – Year 5

Name/Context/Date												
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 effectively to suit the audience and purpose of the writing e.g. use the organisation, grammatical features and vocabulary appropriate	3											
I can establish setting and character using thoughtful description.	4											
I can start sentences in different ways (e.g. 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 e.g. *"You nasty little creep!" Sarah hissed at Bill. This would imply Sarah had a dislike for Bill.*	6											
I can integrate dialogue into my narratives to advance the action.	7											
I can establish a writer's 'voice', commenting on or describing characters or events consistently.	8											
My sentence structures are varied throughout text	9											
I organise my writing into well-structured, cohesive paragraphs which create 'flow'.	10											
Vocabulary, grammar and punctuation												
I can build cohesion in and between paragraphs by using pronouns correctly.	11											
I can use more a range of sophisticated conjunctions to build cohesion e.g. furthermore, however.	12											
I can use modal verbs to indicate degrees of possibility e.g. can, could, should, must	13											
I can use relative clauses beginning with who or which.	14											
I can edit my writing to maintain a formal voice where required.	15											
I can use **some** commas accurately to clarify meaning, mark phrases and clauses	16											
I can use brackets, dashes or commas to indicate parenthesis.	17											
I can choose vocabulary and word order to engage the reader or build tension e.g. On the stroke of midnight, it pounced.	18											
I can use stylistic devices to create effects in writing e.g. simile, metaphor.	19											
I can ensure the consistent and correct use of tense throughout a piece of writing.	20											
I can use complex sentence structures accurately e.g. edit to ensure clarity, main clause, comma.	21											
I always use apostrophes and inverted commas accurately.	22											
I can use using passive verb forms to affect how information is presented e.g.	23											
Transcription - spelling												
I can form verbs using prefixes e.g. 'dis', 'de', 'mis'.	24											

Active Voice	Passive Voice
Susan is cooking dinner.	Dinner is being cooked by Susan
James Joyce wrote "Dubliners".	"Dubliners" was written by James Joyce.
They were painting the house when I arrived.	The house was being painted when I arrived.

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I can convert nouns or adjectives into verbs by adding a suffix e.g. 'ate','ise', 'ify'.	**25**											
I can spell some words with 'silent' letters, e.g. *knight*, *psalm*, *solemn*.	**26**											
I can recognise and spell most homophones and other words which are often confused.	**27**											
I can spell many words correctly from the Y5/6 list	**28**											
I can use the first three or four letters of a word to check the spelling or meaning in a dictionary.	**29**											
I can use a thesaurus to find synonyms.	**30**											
I can use a range of spelling strategies.	**31**											
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.	**32**											
I use similes and metaphors to enhance description; these do not interrupt the 'flow' of my writing.	**33**											
I use paragraphs which begin with an opening topic sentence to shape my non-fiction texts.	**34**											
I can use changes in time or place to advance the action effectively within a story.	**35**											
I am beginning to use semi colons to mark the boundary between independent clauses in my writing.	**36**											
I **mainly** use commas accurately to mark phrases and clauses and to clarify meaning.	**37**											
I always use apostrophes correctly, including those which mark plural possession.	**38**											
I can use brackets, dashes or commas to indicate parenthesis; I vary the type of punctuation I use to mark this throughout my writing.	**39**											
My writing shows a good awareness of levels of formality.	**40**											
Score												
Stage judgement												