

**Year 5 Writing assessment:**

Autumn	A thesaurus can be used to find words of similar meaning to enhance meaning
	Silent b and silent t
	Spelling ough
	Spelling ible and able
	Homophones: cereal serial , heard herd steal steel stationery stationary father farther
	<b>Ensuring correct subject and verb agreement when using singular and plural,</b>
	<b>Mostly consistent and correct use of tense</b>
	<b>Use expanded noun phrases to convey complicated information/adding details</b>
	<b>Use nouns and pronouns appropriately for clarity, cohesion and avoid repetition</b>
	<b>Consolidate from Y4 Extending the range of sentences with more than one clause by using a wider range of conjunctions (when before after while so if therefore because although)</b>
	<b>Link ideas across paragraphs, using adverbials of time, place and manner (later, nearby, happily), pronouns, repetition, conjunctions and punctuation</b>
	Plan by noting and developing initial ideas, drawing on reading and research where necessary
<b>In writing narratives, considering how authors have developed characters and settings in what pupils have read,</b>	
Draft and write by: Proof read for spelling and punctuation errors linked to taught year 5 spelling, punctuation and	
Spring	Spelling patterns ibly, ably, ent, ence, ancy
	Spelling shus ent, ence
	Spelling ee spelt ei
	Homophones: affect effect accept except advice advise practice practise
	<b>Use dialogue to convey character e.g. "Sit down!" shouted the bus driver angrily, red-faced and pointing his finger.</b>
	Use indirect speech
	<b>Use parenthesis using brackets, dashes and commas</b>
	<b>Use relative clauses beginning with, who, which, where, when, whose, that, or an omitted relative pronoun</b>
	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
	<b>Use literary techniques and precise vocabulary choices to create specific impact to evoke time, place and mood</b>
<b>In narratives, describing settings, characters and atmosphere</b>	
Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	
Summer	Spelling ending ant, ance, ancy
	Spelling shus spelt cious, shus spelled tious
	Spelling shul spelt cial, tial
	Homophones including: principal principle bridal bridle proceed precede weary wary
	Spell most of the Y5 common exception words
	<b>Can extend sentences using more sophisticated conjunctions (e.g. however, nevertheless, despite, contrary to, even though, therefore</b>
	<b>Indicate degrees of possibly using adverbs E.G perhaps, surely and modal verbs E.G might, should, will, must</b>
	<b>Use commas to clarify meaning or avoid ambiguity in relative clauses and for parenthesis</b>
	<b>Make multi-clausal sentences using - after, as, as if, as long as, as though, before, if, in case, once, since, than, that, until, unless, when (ever), where (ever), whereas, while, providing, so long as</b>
	<b>Can choose language according to formality (conversational/contractions/slang or standard english</b>
	<b>Identify the audience and purpose for the writing selecting the appropriate form and using similar writing as models for their own</b>
<b>Ensuring the consistent and correct use of tense throughout a piece of writing</b>	
Distinguish between the language of speech/writing and choose the appropriate register	
GDS	<b>Accurately use all taught punctuation</b>
	<b>Spell mostly accurately all words, spelling patterns, prefixes and suffixes taught</b>
	<b>Select language appropriate to the purpose and audience</b>
	<b>Draw on their experiences and what they have read in their writing</b>