

YEAR 5 Writing Assessment Checklist

Name:

Date:

Target:

Assessment:

ESSENTIAL NON-NEGOTIABLE FEATURES	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Writing makes sense – Must be clear and easily understood by the reader			
• Writing is neat – Must be clear, neat and legible			
• Writing has correct basic sentence punctuation – Must have capital letters and full stops			
• Writing meets its purpose – Must be of a style to match purpose and audience			
WORKING TOWARDS THE EXPECTED STANDARD (WT)	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Describe settings and characters showing some imaginative detail			
• Some variation in sentence structure and organisation (simple, compound and complex)			
• Use paragraphs and sections consistently to indicate changes in time, place or character and organise ideas			
• Use some cohesive devices within/across sentences and paragraphs			
• Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision			
• Use some cohesive devices within/across sentences using more complex conjunctions (later, meanwhile, however, although etc.)			
• Use modal verbs mostly appropriately			
• Use punctuation for parenthesis mostly correctly (brackets and commas)			
• Some correct use of alliteration and similes for emphasis and effect			
• Use hyphens (some correct usage)			
• Use apostrophes for contraction and possession mostly correctly			
• Use interesting, ambitious, technical and subject-specific words choices			
• Spell most of the Year 3/4 words and some of those from the Year 5/6 list correctly in their writing			
• Write neatly, legibly and accurately always maintaining a joined style			
WORKING AT THE EXPECTED STANDARD (E) - as above plus:	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Describe settings and characters expanding detail through the use of more complex sentence structures			
• Produce writing in a clear, structured and organised way			
• Use a wide range of cohesive devices, including adverbials, within and across sentences and paragraphs			

• Use varied clause structures, sometimes varying their position within a sentence			
• Use inverted commas (and associated punctuation) mostly correctly			
• Use commas for clarity mostly correctly			
• Use dashes (some correct usage)			
• Use colons (some correct usage)			
• Begin to use metaphors for emphasis and effect			
• Select vocabulary and grammatical structures that reflect the level of formality and style of the type of writing required			
• Spell up to 50% of the words from the Year 5/6 list correctly in their writing			
• Begin to adapt handwriting and presentation for style and purpose			
WORKING AT GREATER DEPTH (GD) - as above plus:	No Evidence	Some Evidence	Clear Evidence (Achieved)
• Create atmosphere, integrating dialogue to convey character and advance the action			
• Use a wide range of clause structures, varying their position within sentences			
• Use passive verbs mostly appropriately			
• Use semi-colons (some correct usage)			
• Can use some interesting and ambitious words almost always spelled correctly			
• Spell between 50 and 75% of the words from the Year 5/6 list correctly in their writing			
• Adapt handwriting and presentation for style and purpose			

Grading

Grade	1	2	3	4	5	6	7
Standard			Working Towards	Expected		Greater Depth	

YEAR 3/4 SPELLING LIST

WT: >50%

E: >75%

GD: All Words

<i>accident(ally)</i>	<i>difficult</i>	<i>important</i>	<i>possible</i>	<i>various</i>
<i>actual(ly)</i>	<i>disappear</i>	<i>interest</i>	<i>potatoes</i>	<i>weight</i>
<i>address</i>	<i>early</i>	<i>island</i>	<i>pressure</i>	<i>woman/women</i>
<i>answer</i>	<i>earth</i>	<i>knowledge</i>	<i>probably</i>	<i>days of the week</i>
<i>appear</i>	<i>eight/eighth</i>	<i>learn</i>	<i>promise</i>	
<i>arrive</i>	<i>enough</i>	<i>length</i>	<i>purpose</i>	<i>months of the year</i>
<i>believe</i>	<i>exercise</i>	<i>library</i>	<i>quarter</i>	
<i>bicycle</i>	<i>experience</i>	<i>material</i>	<i>question</i>	<i>UK countries and capitals</i>
<i>breath</i>	<i>experiment</i>	<i>medicine</i>	<i>recent</i>	
<i>breathe</i>	<i>extreme</i>	<i>mention</i>	<i>regular</i>	<i>numbers one to one thousand</i>
<i>build</i>	<i>famous</i>	<i>minute</i>	<i>reign</i>	
<i>busy/business</i>	<i>favourite</i>	<i>natural</i>	<i>remember</i>	
<i>calendar</i>	<i>forward(s)</i>	<i>naughty</i>	<i>sentence</i>	
<i>caught</i>	<i>fruit</i>	<i>notice</i>	<i>separate</i>	
<i>centre</i>	<i>grammar</i>	<i>occasion(ally)</i>	<i>special</i>	
<i>century</i>	<i>group</i>	<i>often</i>	<i>straight</i>	
<i>certain</i>	<i>guard</i>	<i>opposite</i>	<i>strange</i>	
<i>circle</i>	<i>guide</i>	<i>ordinary</i>	<i>strength</i>	
<i>complete</i>	<i>heard</i>	<i>particular</i>	<i>suppose</i>	
<i>consider</i>	<i>heart</i>	<i>peculiar</i>	<i>surprise</i>	
<i>continue</i>	<i>height</i>	<i>perhaps</i>	<i>therefore</i>	
<i>decide</i>	<i>history</i>	<i>popular</i>	<i>(a)though</i>	
<i>describe</i>	<i>imagine</i>	<i>position</i>	<i>thought</i>	
<i>different</i>	<i>increase</i>	<i>possess(ion)</i>	<i>through</i>	

YEAR 5 SPELLING LIST

WT: Some Words

E: Up to 50%

GD: 50 - 75%

accommodate	convenience	harass	profession	variety
accompany	correspond	hindrance	programme	vegetable
according	criticise	identity	pronunciation	vehicle
achieve	curiosity	immediately	queue	yacht
aggressive	definite	individual	recognise	
amateur	desperate	interfere	recommend	
ancient	determined	interrupt	relevant	
apparent	develop	language	restaurant	
appreciate	dictionary	leisure	rhyme	
attached	disastrous	lightning	rhythm	
available	embarrass	marvellous	sacrifice	
average	environment	mischievous	secretary	
awkward	equip(ment)	muscle	shoulder	
bargain	especially	necessary	signature	
bruise	exaggerate	neighbour	sincerely	
category	excellent	nuisance	soldier	
cemetery	existence	occupy	stomach	
committee	explanation	occur	sufficient	
communicate	familiar	opportunity	suggest	
community	foreign	parliament	symbol	
competition	forty	persuade	system	
conscience	frequently	physical	temperature	
conscious	government	prejudice	thorough	
controversy	guarantee	privilege	twelfth	

Exemplification of Expected Standard for Year 5

Narrative

Following a class study of 'Romeo and Juliet', pupils explored 'The Whisperer' by Nick Butterworth as a stimulus for their own writing. They then worked independently to plan and write their own individual adaptations.

It was a glorious sunny day, the birds were singing and everyone was playing out side their houses. The village was generally a happy place to live, until number 14 and number 15 fell out! For a long time they were all blue houses but then the Capulets at no. 14 changed their house colour to red. This infuriated the Montagues as the village had always won the annual 'Well presented Street competition', that was until the Capulets had changed the colour of their house!

"Da la Da la Pala" it was the ice cream van which could be heard from the bottom of the street. Bernie Montague and Angelina Capulet both instantly dropped what they were doing and raced to out their front doors pushing and shoving each other. Both teenagers fought to be served first, then their eyes met! Angelina's eyes twinkled like the stars of the night sky, her hair was like golden silk touching her shoulders, swaying side to side. Bernie's eyes were as brown as bark, his hair was as black as the midnight sky, and he had shiny white teeth as white as polished pearls. It was love at first sight. They got their ice cream, raced home and found out that their parents hated each other!

That night Bernie sneaked in to Angelina's garden and tapped on the window. "Pssp it's me Bernie", his high pitched voice squeaked. "I don't know how to say this, so I'm just going to come out with it. Do you want to go on a date with me tomorrow night 800 o'clock?" "Yes I would like to. Thank you for asking me!" exclaimed Angelina. "See you tomorrow" she said.