**Year 5 Writing Assessment Framework**

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| Date: |  |  |  |  |  |  |  |
| Working towards the expected standard |
| Demarcating most sentences with: | Capital letters and full stops |  |  |  |  |  |  |  |
| Question marks |  |  |  |  |  |  |  |
| Exclamation marks |  |  |  |  |  |  |  |
| Commas in a list |  |  |  |  |  |  |  |
| Describe settings and characters | Using expanded noun phrases |  |  |  |  |  |  |  |
| Using adverbials to describe and specify |  |  |  |  |  |  |  |
| Using simple past, present and future and present perfect tense, mostly correctly |  |  |  |  |  |  |  |
| Using paragraphs to organise ideas |  |  |  |  |  |  |  |
| Using some co-ordinating and subordinating conjunctions |  |  |  |  |  |  |  |
| LKS2 Punctuation | Use commas for fronted adverbials |  |  |  |  |  |  |  |
| Use inverted commas |  |  |  |  |  |  |  |
| Use apostrophes for singular possession |  |  |  |  |  |  |  |
| Spelling most words correctly (Year 3 and 4) |  |  |  |  |  |  |  |
| Working at the expected standard |
| Demarcating sentences with: | Previously taught punctuation: . , ! ? |  |  |  |  |  |  |  |
| Inverted commas and other speech punctuation |  |  |  |  |  |  |  |
| Apostrophes for contraction |  |  |  |  |  |  |  |
| Making some correct use of: | Commas for clarity |  |  |  |  |  |  |  |
| Punctuation for parenthesis |  |  |  |  |  |  |  |
| Apostrophes for singular and plural possession  |  |  |  |  |  |  |  |
| Using a range of cohesive devices within paragraphs | Pronouns  |  |  |  |  |  |  |  |
| Relative clauses |  |  |  |  |  |  |  |
| Conjunctions |  |  |  |  |  |  |  |
| Use a range of sentence types |  |  |  |  |  |  |  |
| Using a range of cohesive devices across paragraphs | Adverbials of time, place and number |  |  |  |  |  |  |  |
| Linking key ideas across the text |  |  |  |  |  |  |  |
| Introductory and concluding sentences |  |  |  |  |  |  |  |
| Using different verb forms mostly accurately |  |  |  |  |  |  |  |
| Using modal verbs or adverbs appropriately to indicate degrees of possibility and to introduce shades of meaning |  |  |  |  |  |  |  |
| Using co-ordinating and subordinating conjunctions |  |  |  |  |  |  |  |
| Describe settings characters and buildatmosphere effectively to add detail, qualification and precision (Show not tell) | Adverbial phrases |  |  |  |  |  |  |  |
| Preposition phrases |  |  |  |  |  |  |  |
| Expanded noun phrases |  |  |  |  |  |  |  |
| Spelling some words correctly (Years 5 and 6) |  |  |  |  |  |  |  |
| Producing legible joined writing |  |  |  |  |  |  |  |
| Working at greater depth |
| Drawing independently on what they have read as models for their own writing |  |  |  |  |  |  |  |
| Integrating dialogue into narrative | …to convey character |  |  |  |  |  |  |  |
| …to advance the action |  |  |  |  |  |  |  |
| Using a wide range of clause structures, sometimes varying their position within the sentence |  |  |  |  |  |  |  |
| Maintaining the level of formality within their writing |  |  |  |  |  |  |  |
| Using different verb forms, mostly accurately, with consideration for audience and purpose |  |  |  |  |  |  |  |
| Spelling most words correctly\* (years 5 and 6) |  |  |  |  |  |  |  |
| Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. |  |  |  |  |  |  |  |