

### Year 5 Assessment

Skills	Example
Write for a range of purposes and audiences based on personal experiences and high quality texts	narratives, newspaper and chronological reports, diaries, letters, recounts, persuasive leaflets, advertising, discussion, instructions, explanation, poetry
Write sentences with the subordinate clause at the start and end of the sentence	
Use commas to separate main and subordinate clauses	<b>As he stared into the darkness,</b> Tom knew his fate was sealed. Tom knew his fate was sealed, <b>as he stared into the darkness.</b>
Indicate degrees of possibility using modal verbs	could, would, should, may, might, will
Indicate degrees of possibility using adverbs	perhaps, surely, possibly, certainly
Use embedded clauses	Tom knew, <b>as he stared into the darkness,</b> that his fate was sealed.
Use brackets and dashes to mark parenthesis	Tom knew (he wasn't sure how but he did) that his fate was sealed. Tom knew - without a shadow of a doubt - that his fate was sealed.
Use dashes for after thoughts	Tom knew it was all over this time - without a doubt.
Use a range of cohesive devices within paragraphs	repetition for effect, tense, pronoun chains, connectives,
Use a range of devices between paragraphs	fronted adverbials, repetition for effect, tense
Use relative pronouns	who, which, where, when, that, whose
Use defining and non-defining relative clauses Defining: provide essential information, no commas needed Non-defining: provide additional information, need commas	<b>The wise man who showed Peter the way warned him to be careful.</b> (defining: several wise men, defines which one warned Peter) <b>The wise man, who showed Peter the way, warned him to be careful.</b> (non-defining: only one wise man, who showed Peter the way is extra info.)
Use commas to mark non-defining relative clauses	
Develop settings and atmosphere in detail	e.g. links between the place, weather, time, characters' reactions
Develop characterisation by drawing on their reading	description, actions, thoughts, motives, back story, others' reactions to them
Write with appropriate levels of formality for audience and purpose Informal T2 Formal T3	

Effective use of organisational features in fiction and non-fiction	balancing action, description and dialogue; balancing fact and opinion; bullet points, tables, charts, diagrams
Use a dictionary and thesaurus effectively	
Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations	
Proof read and edit their writing	
Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear	
Spell many words from the Y5 word list and use these accurately in their writing	see CLF list (from NC list)
Meet Y4 expectations from the chosen spelling scheme	
Use legible, joined writing consistently	
<b>Working at Greater Depth</b>	
<b>Achieve ARE objectives securely plus have evidence of the following mostly correct:</b>	
GD1 Begin to use semi colons to separate main clauses	
GD2 Show secure use of a range of sentence structures, begin to manipulate clauses for effect	
GD3 Manipulate formality in different types of writing	
GD4 Begin to experiment with using passive voice	e.g. in science writing, newspaper reports
GD5 Write effectively for a range of purposes and audiences	
GD6 Manipulate the language and grammar taught within Y5 in a range of independent writing, drawing on their own reading	
GD7 Consistently use editing and revising strategies to improve the quality and accuracy of their writing	
GD8 Consistently use vocabulary from across the curriculum in their writing	
GD9 Consistently apply Y5 spelling expectations across their writing	

### Composition

- Compose and rehearse more complex sentences orally before writing, including dialogue
- Explore and use their own techniques to note ideas, drawing on research where necessary
- Control plots (e.g. use of foreshadowing, dialogue to move the action on)
- Extend and refine their use of narrative language features e.g.
  - reported speech instead of direct
  - repetition for effect
  - power of three linked to grammar expectations (The wind whistled through the trees, tickling the autumn leaves, as the night drew in.)
- Use a range of figurative language e.g.
  - similes (...as angry as an erupting volcano.)
  - metaphor (He was an erupting volcano...)
  - personification (Gnarled fingers stretched out from the tree's body..)
  - allusion (It was a Pandora's box of horrors...)
  - idioms (Tom had been feeling under the weather for weeks.)
- Extend and refine their use of non-fiction language features e.g. technical vocabulary linked to the topic; precise description
- Use a range of verb forms (progressive, perfect, modal)
- Provide a range of opportunities to write for varying levels of formality e.g. a formal persuasive letter to a company; an informal letter/email to a friend; a friendly-formal information text; formal and informal sets of instructions; a formal police/eye-witness report etc.)