



## MODERATION ASSESSMENT TOOL: YEAR FIVE

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	AUTUMN TERM	SPRING TERM	SUMMER TERM
	On track for Expected Standard (EXS):	On track for Expected Standard (EXS):	Expected Standard (EXS):
	<i>The pupil can, after discussion with the teacher:</i>	<i>With increasing stamina for writing, the pupil can, after discussion with the teacher:</i>	<i>The pupil has a positive attitude and stamina when writing for different purposes.</i>
Transcription (Spelling and Handwriting)	<ul style="list-style-type: none"> <li>Spell correctly most words from the Y3/4 word list and some from the Y5/6 word list taught so far</li> <li>Apply spelling rules taught so far mostly accurately</li> <li>Begin to use prefixes and suffixes appropriately (-ous, -tion/-sion/-cian/-ssion, -able/-ible, -ably/-ibly)</li> <li>Letters are shaped precisely and joined accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Spell correctly most words from the KS2 word lists.</li> <li>Apply spelling rules taught so far mostly accurately in independent writing, including some words with silent letters (e.g. island, doubt, knight)</li> <li>From those taught, understand the difference between homophones and other words often confused.</li> </ul>	<ul style="list-style-type: none"> <li>Spell correctly most words from Y5/6 word lists.</li> <li>Can add a range of prefixes and suffixes appropriately and can spell most homophones.</li> <li>Use dictionaries with ease to check spelling or meaning.</li> <li>Use a thesaurus for alternative word choices.</li> <li>Write legibly, fluently and with increasing speed.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>Plan and write by identifying the audience and purpose, selecting the form and using example texts to help me.</li> <li>Plan my writing by noting down my ideas from reading (and sometimes research)</li> <li>Plan, compose, edit and refine writing for a non-fiction text ensuring features of a specific form are applied and language and grammatical features are used appropriately</li> <li>Draft and write by choosing appropriate grammar and vocabulary for meaning and impact.</li> <li>Use a variety of stylistic features for purpose and effect (e.g. alliteration, simile, metaphors, personification)</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write by:               <ul style="list-style-type: none"> <li>using a range of devices to develop my paragraphs in detail (e.g. adverbials, pronouns, conjunctions)</li> <li>using a variety of techniques to engage the reader (e.g. build tension, comment, opinion, rhetorical questions, reflection)</li> <li>describing settings, characters and atmosphere, and using dialogue to advance the action.</li> </ul> </li> <li>Evaluate and edit by assessing the effectiveness of own writing, including using a wider range of sentence structures.</li> <li>Proofread for spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Draft and write by:               <ul style="list-style-type: none"> <li>establishing and maintaining a clear purpose and choosing content effectively to inform/engage the reader (e.g. link between opening and ending)</li> <li>changing paragraph accurately and consistently</li> <li>using other devices (e.g. headings bullets, diagrams) to organise and present my writing and to guide the reader.</li> </ul> </li> <li>Evaluate and edit by:               <ul style="list-style-type: none"> <li>making changes to grammar, vocabulary and punctuation to improve impact</li> <li>using tense correctly throughout a piece of writing.</li> </ul> </li> </ul>
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> <li>Understand and use nouns, adjectives and pronouns</li> <li>Use consistently a wide range of punctuation (e.g. question marks, exclamation marks, commas, apostrophes)</li> <li>Recognise and use abstract nouns (e.g. pain, laughter)</li> <li>Use expanded noun phrases to give complicated information concisely (e.g. the dark green door with crumbling bricks on either side)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise main and subordinate clauses, and phrases, and can use them to write to construct sentences in different ways</li> <li>Use commas to make meaning clear (e.g. <i>Before leaving, the children grabbed their coats.</i>)</li> <li>Use the perfect form of verbs to show time and cause (e.g. Sally was tired because she had been skipping)</li> <li>Make appropriate tense choices (simple past/past progressive)</li> </ul>	<ul style="list-style-type: none"> <li>Accurate use of verb tenses throughout writing</li> <li>Model verbs successfully used within writing to indicate degree of possibility (may/could, nearly/definitely/always)</li> <li>Begin clauses with who, which, where etc or with an implied relative pronoun. (e.g. Stanley arrived at the house, which stood at the top of the hill)</li> <li>Use brackets or commas to indicate parenthesis.</li> </ul>
	On track for Greater Depth (GDS):	On track for Greater Depth (GDS):	Greater Depth (GDS):
Transform for GDS	<ul style="list-style-type: none"> <li>Independently adapt language choices based on the audience and the intended impact on the reader.</li> <li>Write for more than one audience, managing changes in content, features and levels of formality.</li> <li>Embed one text-type within another, controlling the writing and maintain the overall purpose.</li> <li>Use a wide range of clause structures, sometimes varying their position within a sentence.</li> <li>Follow the rules of Standard English (subject verb agreement, consistency of tense, avoidance of slang, avoidance of double negatives, avoidance of adjectives as adverbs.)</li> </ul>	<ul style="list-style-type: none"> <li>Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing</li> <li>Start to build cohesion within a paragraph (e.g. some use of pronouns, conjunctions and reference chains)</li> <li>Independently enhance the effectiveness of writing through reading, evaluating and re-drafting</li> <li>Use suffixes to convert from one word class to another (e.g. -ate, -ise, -ify/-ness, -ment/-ful, -ous)</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</li> <li>Distinguish between the language of speech and writing</li> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</li> <li>Use a range of punctuation, including colons correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</li> </ul>