



YEAR 5 Writing Assessment Criteria

Working towards the expected standard The pupil can write for a range of purposes:	1	2	3	4	5	6
Use paragraphs appropriately						
Describe setting and character, using vocabulary effectively						
Use capitals, full stops, question marks, exclamation marks, apostrophes correctly						
Some use of commas for relative clauses						
Use commas for fronted adverbials, lists and subordination mostly correctly						
Begin to recognise and use conjunction, adverbs and pronouns to support cohesion						
Spell most Year 3/4 words correctly and some Year 5 words correctly						
Spell words with previously taught prefixes and suffixes						
Mostly legible, joined handwriting						
Working at the expected standard The pupil can write for a range of audiences and purposes & can achieve the following mostly correctly:						
Write for purpose selecting structures, grammar and vocabulary						
Describe setting, character and atmosphere with a range of vocabulary and well-structured plot						
Use paragraphs to structure writing, showing a change of time, place and theme						
Use of coordinating (eg: and, but, so) and subordinating conjunctions (e.g.: after, although, as because, until, when, while) with some variation of placement						
Punctuate direct speech and use dialogue to move action on						
In non-fiction, use organisational devices to engage the intended reader e.g. headings, subheadings, pictures, diagrams and text boxes						
Use previously taught punctuation (ABC . , ! ? ' ""')						
Use commas: lists, fronted adverbials, subordination and relative clauses						
Use parenthesis and associated punctuation (commas, brackets and dashes)						
Use conjunctions, adverbs, pronouns to support cohesion						
Use different verb forms correctly, modal, present perfect and progressive						
Spell a range of words with previously taught and current prefix and suffixes (see spelling appendix)						
Spell all Year 3/4 words and some Year 5/6 words						
Proof read and edit their work making changes to grammar and vocabulary showing awareness of cohesion and reader.						
Write with increased speed with legible, fluent writing						
Working at a greater depth within the expected standard The pupil can write for a range of audiences and purposes:						
To consistently demonstrate the above with accuracy and control, making choices that reflect their understanding of purpose and audience						