**Year 5 Writing KEY PERFORMANCE INDICATOR Assessment Framework** Name: _____

| | | | | | | | | Summary |
|---|---|---|---|---|---|---|---|---|
| **Working towards the expected standard** | | | | | | | | |
| **The pupil can:** | | | | | | | | |
| use capital letters, full stops, question marks, exclamation marks and using | commas to separate items in a list | | | | | | | |
| | apostrophe to mark singular possession in nouns | | | | | | | |
| when punctuating speech | uses inverted commas accurately | | | | | | | |
| | uses other punctuation to indicate direct speech | | | | | | | |
| choose nouns or pronouns for clarity and cohesion and to avoid repetition | | | | | | | | |
| use the present perfect form of verbs in contrast to the past tense | | | | | | | | |
| organise paragraphs around a theme | | | | | | | | |
| spell common words correctly, including exception words | | | | | | | | |
| **Working at the expected standard** | | | | | | | | |
| **The pupil can:** | | | | | | | | |
| use brackets, dashes or commas to indicate parenthesis | | | | | | | | |
| begin to use commas to clarify meaning or avoid ambiguity | | | | | | | | |
| use modal verbs or adverbs to indicate degrees of possibility | | | | | | | | |
| use a range of cohesive devices, including | determiners | | | | | | | |
| | conjunctions | | | | | | | |
| | pronouns | | | | | | | |
| | adverbs | | | | | | | |
| plan writing by: | identifying the audience for and purpose of the writing | | | | | | | |
| | selecting the appropriate form and using other similar writing as models for their own | | | | | | | |
| in narrative writing: | describing settings, characters and atmosphere | | | | | | | |
| | integrating dialogue to convey and advance the action | | | | | | | |
| use organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining) | | | | | | | | |
| select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | | | | | | | | |
| Draft and write by précising longer passages | | | | | | | | |
| use the correct grammatical language, appropriate to their year group, when discussing their own and others' writing | | | | | | | | |
| convert nouns or adjectives into verbs using suffixes | | | | | | | | |
| use consistent and correct use of tense throughout a piece of writing | | | | | | | | |
| ensure correct subject and verb agreement | | | | | | | | |
| proof-read for spelling and punctuation errors and evaluate and edit by assessing the effectiveness of their own and other's work | | | | | | | | |
| use a dictionary to check spellings and use a thesaurus to select vocabulary | | | | | | | | |
| spell common exception words, homophones and words with silent letters correctly | | | | | | | | |
| write fluently and legibly with increasing speed by joining their handwriting consistently | | | | | | | | |
| **Working at greater depth** | | | | | | | | |
| **The pupil can:** | | | | | | | | |
| make some correct use of | semi-colons | | | | | | | |
| | dashes | | | | | | | |
| | colons to introduce a list | | | | | | | |
| | hyphens | | | | | | | |
| create atmosphere, and integrating dialogue to convey character and advance the action | | | | | | | | |
| select vocabulary and grammatical structures that reflect the level of formality required mostly correctly | | | | | | | | |
| use adverbials of time, place and number | | | | | | | | |