**Name:**

**Assessment Criteria**

**Writing Stage 5**

<table>
<thead>
<tr>
<th>Entry level to Stage 5</th>
<th>Year 5: Class Name</th>
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<tr>
<td>This should be independently written (unsupported) in one or two sittings and any edits should be child-initiated.</td>
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- Pupils must produce a side of A4 writing or more that is clear and coherent with strong features.
- Punctuation and capital letters must be almost accurate.
- Evidence of a mix of punctuation. Spellings must be mostly for accurate for Y5

**Transcription: Spelling**

1. Use simple and further prefixes and suffixes and understand the guidance for adding them (Sp 5:1-11; GH 5:1,2) eg ify, ize, ate. **Must be evidenced in assessed pieces**
2. Spell most words with silent letters (Sp 5:14-18; GH 5:3,4) eg character, sign, knowledge
3. Continue to distinguish between homophones and other words which are often confused (Sp 5:19,20; GH 5:5,6) Spell most homophone words correctly eg flour, flower. **Must be evident**

**Transcription: Handwriting**

4. Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. **Cursive style needed most of the time**

**Writing: Composition**

5. Must write in paragraphs or choose to separate non-fiction with subheadings or columns. Must show they can use a range of devices to **build cohesion** within paragraphs (eg although, however, despite this, meanwhile, sequential phrases)
6. Mainly use the correct tense **correct use of tense throughout a piece of writing** (e.g. ‘up-stage’ prompts UKS2; GH 5:14,15) eg I gave/give you a present last birthday
7. Use the perfect form of verbs to mark relationships of time and cause (GH 5:18,19) eg Ben woke/woken up early
8. Proof-read for spelling, grammar and punctuation errors (e.g. ‘up-stage’ prompts UKS2). **Spelling mainly correct throughout and evidence of self-correction**

**Writing: Vocabulary, Grammar and Punctuation** [http://www.primarycurriculum.me.uk/Appendix2.pdf?attredirects=0&d=1](http://www.primarycurriculum.me.uk/Appendix2.pdf?attredirects=0&d=1)

9. Use expanded noun phrases to give further information to their text (GH 5:20,21)
10. Use modal verbs or adverbs to indicate degrees of possibility (GH 5:22) eg ought to, could, would
12. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (GH 5:23)
13. Use commas to clarify meaning or avoid ambiguity in writing (GH 5:24) eg the lady, whose dog was barking, tried to calm it down.
14. Use brackets, dashes or commas to indicate parenthesis (GH 5:25)
15. Use capital letters and full stops correctly. Use question marks and exclamation marks correctly. **These must be in place to reach Y5 ARE.**
16. Use apostrophes for contraction and possession.
17. Use **inverted commas** to punctuate dialogue correctly. Begin to structure and punctuate and dialogue correctly
18. Use and identify **hyphenated words.**
19. Begin to use some figurative language and imagery within narrative correctly eg metaphor and personification.
20. Learn the grammar and grammatical terminology for Stage 5: **synonyms and antonyms, conjunctions, tense, model verb, relative pronoun, relative clause, parenthesis, brackets, dash, cohesion and ambiguity**

<table>
<thead>
<tr>
<th>St5R Ready</th>
<th>4+: St5E emerging</th>
<th>11+ St 5D developing</th>
<th>15+ St 5S secure</th>
<th>16+ S6R ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>60%</td>
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