Writing Assessment: Year 5

Stem Judgement: Across a range of extended writing, including at distance and independently	
Composition	**Transcription**
KPI: To Write with purpose: o Identify the audience for writing and choose the appropriate form. o Note, develop and research ideas. o Plan, draft and write selecting appropriate grammar and vocabulary. o Use dialogue to convey character. o Viewpoint is established and generally maintained. o Review and evaluate their own and others' writing to make improvements to the content, grammar, vocabulary in relation to Y5 expectations. o Edit and proof-read their writing to correct spelling and punctuation errors.	**KPI: To apply grammar and punctuate accurately** o Recognise the differences between formal/informal speech/writing o Using modal verbs or adverbs to indicate degrees of possibility. o Use simple embedded clauses o Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. o Use re-ordering to develop a variety of complex sentence structures o Sort connectives into groups and make appropriate choices for the text type o Using commas to clarify meaning or avoid ambiguity in writing. o Using brackets, dashes or commas to indicate parenthesis.
KPI: To organise writing appropriately o Write texts at length, guiding the reader through using a range of cohesive devices accurately (e.g. choice of tense, choice of person, use of appropriate connectives, use of nouns/pronouns, adverbs) o Link ideas across paragraphs to provide clarity for the reader. o Use dialogue to advance the action. o Content is balanced, e.g. between action/description/dialogue, fact/comment	**KPI: To spell correctly:** o In relation to the Y5 spelling objectives in Appendix 1: o Developing, Secure, Exceeding
KPI: To use vocabulary effectively o Use figurative language such as: metaphors, personification, emotive phrases o Deliberate selection of phrases and vocabulary, e.g. technical terminology, vivid language, word choice for effect or emphasis.	**To present neatly** o Write fluently and legibly with speed and a personal style.

Analysis and Presentation
To analyse writing: o Use and understand grammatical terminology when discussing writing and reading: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity.
To present writing: o Perform compositions, using appropriate intonation, volume and movement.