

I am a St. Wilfrid's Writer Assessment

Autumn Term – Year 5 Entering

Handwriting

Adapt handwriting style according to the purpose of the writing.

Planning, Composition and Editing

Record, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.

Plan writing (noting and developing initial ideas. drawing on reading and research and consider how authors have developed characters and settings) using a given model.

Plan writing identifying when tense changes are needed.

Evaluate and edit ensuring the consistent and correct use of tense.

Plan writing for an identified audience and purpose, selecting the appropriate form, and use other similar writing as models.

Proof-read for spelling and punctuation errors.

Grammar and Punctuation

Use metaphors and personification.

Insert whole sentences to describe setting and characters.

Use show don't tell to build suspense and convey a character's emotions.

Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs.

Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).

Adding a new line whenever a new person starts speaking.

Use speech within a piece of writing to move the story on.

Use Expanded Noun Phrases (ENP) with a modifier, choosing words carefully to really 'show' the reader what I am describing.

Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Use a colon to introduce a list within a sentence.

Punctuate bullet points consistently in non-fiction.

Understand and identify the main clause & subordinate clause.

Include complex sentences, which start with a subordinating conjunction followed by a comma.

Link sentences and paragraphs using coordinating and subordinating conjunction.

In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.

Use fronted adverbials for degree and frequency followed by a comma.

Use ISPACE (ing word, simile, preposition, adverb, conjunction, -ed word) to open a sentence.

Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).

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Spelling						
foreign	average	attached	according	accompany	ancient	achieve
apparent	bargain	bruise	conscious	critic	community	competition
criticise	category	cemetery	curiosity	definite	desperate	vegetable
variety	embarrass	environment	equip	equipped	especially	excellent
forty	frequently	government	identify	immediate	immediately	Individual
lightning	marvellous	muscle	twelfth	occur	occupy	opportunity
persuade	profession	programme	queue	thorough	recommend	relevant
restaurant	shoulder	sacrifice	soldier	stomach	suggest	symbol
temperature						

homophones/ near homophones (advice / advise, device / devise, who's / whose, steal / steal, profit / prophet, morning / mourning, stationary/stationery).

Spring Term – Year 5 Developing

Handwriting			
Choose the writing implement that best suits the task.			
Planning, Composition and Editing			
Understand the importance of cohesion in my writing in non-fiction writing.			
In non-fiction use a given model to make notes and plan writing.			
Understand the importance of cohesion in non-fiction writing and plan effectively.			
Plan which linking adverbials will be used at the start of paragraphs to make it clear how ideas fit together.			
The final sentence in non-fiction writing gives cohesion by referring to the text.			
Use a variety of structures to help guide the reader (headings, subheadings, bullet points, underlining and capitalisation).			
Plan work to use specific, precise and varied vocabulary for the subject.			
Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning and use purple pen to improve vocabulary to clarify meaning.			
Grammar and Punctuation			
Use modal verbs and adverbs to show the possibility of something happening.			
Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.			
Use short sentences to build suspense.			
Use rich description for interest, (metaphors, personification, onomatopoeia)			
Use a metaphor as an opener.			
Use an embedded relative clause, marked with commas for parenthesis.			
Use a rhetorical question to make the reader think.			
Use the past perfect form to mark relationship of time and cause.			
Spelling			

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Words ending in -ible (horrible, terrible, responsible, possible, visible, incredible, sensible, forcible, legible)			
Words ending in -able (adorable, applicable, considerable, tolerable, changeable, noticeable, comfortable, reliable, enjoyable)			
Words ending in -ably (adorably, applicably, considerably, tolerably)			
Words ending in -ibly endings (possibly, horribly, terribly, visibly, incredibly, sensibly)			

Summer Term – Year 5 Secure			
Handwriting			
Maintain legibility in joined handwriting when writing at speed.			
Planning, composition and editing.			
Use informal or formal language appropriate to the task that has been given.			
Draft and write by using a wide range of devices to build cohesion <u>within</u> and <u>across</u> paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choices (he had seen her before).			
Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.			
Evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so the meaning is clear.			
Grammar and Punctuation			
Use brackets and dashes to add parenthesis.			
Use a comma before the relative clause if it is providing extra, non-essential information and is after the main clause.			
Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.			
Know the difference between direct speech and reported speech.			
Spelling			
Words with silent letters (doubt, island, lamb, solemn, thistle, knight)			
Use of the hyphen (co-ordinate, re-enter, co-operate, co-own)			
Words with the /i:/ sound spelt ei after c (receive, deceive, ceiling, conceive, perceive)			
letter-string -ough (thought, ought, brought, nought, fought) (rough, tough, enough) (cough) (though, although, dough) (through) (thorough, borough) (plough, bough)			