

William Westley Assessment Grids -Year 5

	Autumn	Spring	Summer
<u>Text Types:</u>			
<u>Targets:</u>			

ACROSS A RANGE OF TEXT TYPES

	Standard	Description	Identifying the Reader	Cohesion	Verbs / Tenses	Clause Structure	Detail & Precision	Punctuation	Spelling and Presentation
Mastered	8/11: M(a)		1) Précis longer passages, making appropriate decisions about what to include and what to omit	2) Independently use cohesive devices to link paragraphs <i>e.g. therefore, additionally, furthermore</i>	3) Use the subjunctive form in formal writing <i>She demanded that he leave</i> 4) Begin to use modal verbs to indicate degrees of possibility <i>must will could might</i> 5) Begin to use modal adverbs for degrees of possibility <i>perhaps certainly</i>	6) Independently use relative clauses <i>who which where when whose that</i> to create complex sentences.		7) Use hyphens to avoid ambiguity in writing <i>man eating shark versus man-eating shark</i> 8) Use brackets for parenthesis <i>lvy (my best friend) came to</i>	9) Many correct spellings of words from the Year 5 and 6 spelling rules and spelling list without support (see National Curriculum, pp66-72) 10) Use suffixes to convert nouns or adjectives into verbs <i>-ate -ise -ify pollen à pollinate apology à apologise solid à solidify</i> 11) Use verb prefixes <i>dis- de- mis- re-re-enter misbehave</i>
	6/11: M(b)								
	3/11: M(c)								

Standard		Description	Identifying the Reader	Cohesion	Verbs / Tenses	Clause Structure	Detail & Precision	Punctuation	Spelling and Presentation		
Secure	16/21 S(a)	1) Description of settings, characters and/or events using: expanded noun phrases, powerful verbs and interesting adverbs.	4) Use most of the grammatical and linguistic conventions of the text type as presented through modelled writing	5) Use new paragraphs to signal changes of time, place, topic or speaker.	8) Use tense consistently throughout pieces of writing	10) Use subordinate clauses with subordinating conjunctions	12) Edit and make improvements to spelling and punctuation in own writing without support	13) Colons to introduce a list	18) Many correct independent spellings of words from the Year 3 and 4 spelling rules and spelling list (see National Curriculum, pp59-65)		
	12/21 S(b)			6) Sometimes link paragraphs using fronted adverbials of time, place and manner When they arrived, In the middle of the village square,	9) Use the perfect form of verbs The referee had blown his whistle before the ball crossed the line.	11) Begin to recognise and use relative clauses who which where when whose that to create complex sentences		14) Bullet points		15) Use correct speech punctuation	19) Spell 70% of Year 5 spelling words (see Year 5 and 6 spelling words in writing with support National Curriculum, pp66-72)
	8/21: S(c)	2) Narrative writing interweaves action, description and dialogue 3) Use of tension Alone at night....		2) Some use of cohesive devices to link paragraphs e.g. therefore, additionally, furthermore						16) plural possessive apostrophes girls' boys' children's	17) Commas after fronted adverbials of time, place and manner When I arrived, Near the door, In a hurry,
Developing	20/24 D(a)	1) Use expanded noun phrases The scruffy old man with a grey beard	7) Choose suitable headings and subheadings in the appropriate text types	8) Begin to independently use new paragraphs to signal changes of time, place, topic or speaker	11) Use consistent tense in writing	13) Begin to use a wider range of subordinating conjunctions when if as because although	15) Singular/ plural nouns are consistent with the form of the verb used 16) Standard English form for verb inflections instead of local spoken forms we were instead of we was; I did instead of I done	18) All sentences are correctly punctuated with capital letters, full stops, question and exclamation marks.	22) Correct independent spelling of words from the Year 3 and 4 spelling rules and spelling list with few errors (see National Curriculum, pp59-65)		
	16/24 D(b)	Narrative writing includes: 2) Description of characters		9) Use adverbs to express time and cause You must pay before you leave. Now that the contract is signed, the job must be done.	12) Use has or have to write in the present perfect I have (or I've) been to London. She has (or she's) finished her work.	14) Recognise subordinate clauses Although she was hungry, Anna went without lunch.		19) Use of ellipses to end paragraphs		20) plural possessive apostrophes girls' boys' children's	23) Join letters correctly
	9/24: D(c)	3) Some description of the setting 4) Some dialogue <u>Evidence</u> of some: 5) powerful verbs 6) interesting adverbs		10) Use fronted adverbials of time / place / manner				17) Edit to correct spelling and punctuation in own writing		21) Some correct use of speech punctuation including inverted commas and punctuation such as commas to separate reporting clauses from speech The monster exclaimed, "Get out!"	24) Independently use the first three letters of a word to check its spelling in a dictionary

