

English Assessment
Year 5 Meeting Expectations
Name: _____



Transcription			
Form verbs with prefixes, For example, dis,de,mis, over and re.			
Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify.			
To understand use consistently common homophones.			
Spell words from the year 5 and 6 list with silent letters consistently eg; knight, psalm.			
Spell commonly misspelt words from Year 5 and 6 word list.			
To be taught and use a range of spelling strategies to remember words in the year 5 and 6 word list.			
To use first three or four letters of a word to check spelling, meaning or both of these in a dictionary.			
To use a thesaurus to check meaning and expand knowledge of words.			
To choose which shape of a letter to use when given choices and deciding, as a part of their personal style. E.g. A text box on a poster.			
Choose the writing implement that is best suited for a task. (e.g. quick notes, letters).			

Composition			
Use brackets, dashes or commas to indicate parenthesis.			
Evaluate the effectiveness of their own and others' writing through self and peer assessment.			
Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.			
Ensure the consistent and correct use of tense throughout a piece of writing.			
Ensure correct subject and verb agreement when using singular and plural.			
Distinguish between the language of speech and writing.			
Distinguish between formal and informal spoken and written language.			
Proof read and edit work for spelling and punctuation errors.			
Use a range of precise and varied sentence starters.			
Know the audience for and purpose of the writing.			
Use the features and structures of text types taught so far.			
Use grammatical features and vocabulary appropriate for the text types taught so far.			

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Composition			
Develop characters through action and dialogue.			
Establish viewpoint as the writer through commenting on characters or events.			
Show how grammar and vocabulary choices create impact and engage the reader.			
Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.			
Organise writing into paragraphs to show different information or events.			
Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.			
Use perfect form of verbs to mark relationships of time and cause.			
To use modal verbs or adverbs to indicate degrees of possibility.			
Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.			
Use commas to clarify meaning or avoid ambiguity in writing.			
Use brackets, dashes or commas to indicate degrees of possibility.			

English Assessment Year 5 Working at greater depth

Expectations

Name: _____



Greater Depth Expectations

Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.

Use paragraphs to organise information logically and shape a non-fiction text effectively, using subheadings when necessary.

Sustain and develop ideas within a paragraph, introducing it with a topic sentence.

Use punctuation to clarify meaning of sentences- using commas to mark phrases and clauses, reordering sentences to create impact on a reader.

Use expanded noun phrases to add well thought out detail to writing.

Use dialogue effectively and punctuate it accurately.