

Overall Assessment:		Year 5					Name:	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1
WT	Spelling most words correctly (years 3&4)											
WT	Using the following punctuation marks correctly:	.	?	!	,	“speech”						
WT	Understanding devices to build cohesion within a paragraph e.g. then, after that, this, firstly, secondly, in addition, further more											
WT	Selecting grammar and vocabulary for effect , e.g. to create mood											
WT	Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].											
WA	Spelling some words correctly (years 5&6)											
WA	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]											
WA	Using commas to clarify meaning or avoid ambiguity in writing.											
WA	Using brackets, dashes or commas to indicate parenthesis.											
WA	Beginning to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.											
WA	Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.											
WA	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, sub headings, bullet points, diagrams, text boxes, underlining].											
WA	Ensuring the consistent and correct use of tense throughout a piece of writing.											
WA	Proof-read for spelling and punctuation errors.											
WA	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing											
WA	Using modal verbs or adverbs to indicate degrees of possibility .e.g. might, could, shall, will, must.											
WA	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]											
WA	Producing legible joined handwriting											
GD	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun e.g. Sam, who had remembered his wellies, was first to jump in the river.											
GD	Use further prefixes and suffixes and understand the guidance for adding them. E.g I can spell words with the endings –cious, -tious											
GD	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. E.g. I know and use the i before e rule following the c;											
GD	Using a wide range of devices to build cohesion within and across paragraphs. E.g using shifts in time and place to shape a story and guide the reader through the text, for e.g. by introducing a new section to draw attention to the main event											