

Writing Assessment Outcomes

Skills	Stage 5 Criteria
Transcription	<p>Spelling</p> <ul style="list-style-type: none"> •Form verbs with prefixes. (dis, de, over, mis) •Convert nouns or adjectives into verbs by adding a suffix. (ate, ise, ify) •Understand the rules for adding prefixes and suffixes. •Spell words with silent letters. (knight, psalm, solemn etc.) •Distinguish between homophones and other words which are often confused. •Spell the commonly mis-spelt words from the Y5/6 word list. •Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. •Use a thesaurus. •Use a range of spelling strategies. <p>Handwriting</p> <ul style="list-style-type: none"> •Adopt handwriting for a range of purposes. •Write legibly, fluently and accurately in a flowing joining style.
Composition	<ul style="list-style-type: none"> •Start sentences in different ways. •Discuss the audience and purpose of the writing. •Use the correct features and sentence structure matched to the text type we are working on. •Develop characters through action, dialogue and description. •Establish a viewpoint as the writer through commenting on characters and events. •Use grammar and vocabulary to create an impact on the reader. •Write selecting appropriate vocabulary, grammar and text feature to enhance meaning and effect. •Add well-chosen detail to interest the reader. •Begin to precise longer passages. •Organise my writing into paragraphs to show different information or events. •Use knowledge from research. •Plan, edit and draft writing.
Grammar and Punctuation	<p>Sentence structure</p> <ul style="list-style-type: none"> •Use relative clauses beginning with who/where/when/whose/that or implied (i.e. omitted) relative pronoun. •Use adverbs or modal verbs to indicate a degree of possibility. •Begin to use multi clause sentences using a range of clause structures, sometimes varying their position within a sentence (e.g fronted adverbials, subordinating conjunctions). <p>Text structure</p> <ul style="list-style-type: none"> •Build cohesion within paragraphs using connecting adverbs and adverbials. •Build cohesion across paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choice (he had seen her before). <p>Punctuation</p> <ul style="list-style-type: none"> •Use brackets, dashes and commas to indicate parenthesis. •Use commas to clarify meaning or avoid ambiguity. •Use inverted commas accurately. •Use a colon to introduce a list.
Additional Guidance	
Greater Depth Examples	<ul style="list-style-type: none"> •Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events. •Use changes in time and place to guide the reader through the text. Expand sentence starters eg. Early one misty morning.... Or Paralysed with fear.... Embed ed and ing clauses Eg. Dan, tired of waiting, dived into cool inviting water. Vary sentence length for meaning and effect •Use paragraphs to organise information logically and shape a non-fiction text effectively. •Sustain and develop ideas within a paragraph, introducing it with a topic sentence. •Close text with reference to its opening. •Re-order sentences to create impact on the reader. •Use expanded noun phrases to add well thought out detail to writing. •Use punctuation to clarify meaning of sentences –commas to mark phrases and clauses. •Use dialogue effectively and punctuate it accurately. <p>Make thoughtful changes when editing to create intended effects.</p>