



## LHPSN Year 5 Writing: Teacher Assessment Framework



Children demonstrating the criteria:

- Some of the time (less than 60%) are 'Working towards the expected standard'.
- More often than not (60%+) are 'Working at the expected standard'.
- Most of the time (85%+) are 'Working at greater depth within the expected standard'.

Working towards the expected standard: Success Criteria		Date	Date	Date	Date	Date	Date
I can describe/specify settings and characters using expanded noun phrases.							
I can use a range of punctuation sometimes correctly:	Full stops and capital letters						
	Question marks and exclamation marks						
	Commas in a list						
	Apostrophes for contraction and possession						
	Inverted commas for direct speech						
	Commas for clauses						
I can build cohesion within/across paragraphs using the following sometimes correctly:	Commas for fronted adverbials						
	Co-ordinating conjunctions. e.g. but, or, and, so.						
	Subordinating conjunctions. e.g. although, after, as, when, if, that, even though, because, until, unless, since.						
	Fronted adverbials (ISPACE) to open sentences. Slowly, I crept through the woods.						
I can write neatly and legibly.	Pronouns to avoid repetition. e.g. Jon kicked the ball and he scored.						

Working at the expected standard: Success Criteria		Date	Date	Date	Date	Date	Date
I can write for a range of purposes.							
I can organise my writing into paragraphs.							
I can begin to use parentheses with , - ( ) to add information.							
I can describe settings, atmosphere & characters using a range of descriptive techniques, many times correctly, including:	Expanded noun phrases						
	Similes/metaphors						
	Personification						
	Onomatopoeia						
I can use a range of clause structures & vary their position, including the following many times correctly:	Fronted adverbials - Deep in the jungle, a roar erupted.						
	Relative clauses - Jamie, who was the King's hand, attacked the intruder.						
	Subordinate clauses - I first met her in Paris where I lived as a child.						
I can build cohesion within and across paragraphs using the following, many times correctly	Co-ordinating conjunctions. e.g. but, or, and, so.						
	Subordinating conjunctions. e.g. since, although, after, as, when, if, that, even though, because, until, unless.						
	Adverbials e.g. include when and where the verb happened. As the clock struck midnight, the shadow moved across the graveyard.						
	Pronouns to avoid repetition. e.g. Jon kicked the ball and he scored.						

I can use a range of punctuation many times correctly:	Full stops and capital letters.						
	Question marks and exclamation marks.						
	Commas in a list and for clauses.						
	Apostrophes for contractions & possession						
	Inverted commas for direct speech.						
	Semi-colons, colons for independent clauses						
	Commas for fronted adverbials.						
I can use modal verbs to indicate possibility e.g. might, should, will, must, could, would.							
I can use the perfect form of verbs for time/cause relationships.							
I can use tenses correctly and consistently.							
I can use active and passive voices.							
I can use a dictionary to check the spelling of uncommon or more ambitious words.							
I can write neatly and legibly with joined letters							

<b>Working greater depth within the expected standard: Success Criteria</b>		Date	Date	Date	Date	Date	Date
I can use a range of punctuation mostly correctly:	Full stops and capital letters.						
	Question marks and exclamation marks.						
	Commas in a list.						
	Apostrophes for contraction and possession.						
	Inverted commas for direct speech.						
	Commas for clauses.						
	Commas for fronted adverbials.						
	Brackets, dashes & commas for parenthesis.						
Commas for clarity.							

<b>Common Exception Word Log:</b>	
I can spell *many/most of words from the Year 3/4 list (*delete as applicable).	accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women
I can spell *some/many/most of words from the Year 5/6 list	accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

