



Year 5  
Assessment Grid

# Writing

## Spelling

Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious

Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial

Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance

Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly

Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough

Spell some words with 'silent' letters e.g. knight, psalm, solemn

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as word list in Ref:English Appendix 1

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus



Year 5  
Assessment Grid

# Writing

## Composition

Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own

Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary

Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed

Draft and write by selecting appropriate grammar and vocabulary, including that within Ref:English Appendix 2

Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character

Draft and write by précising longer passages

Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly

Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before

Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining



**Year 5  
Assessment Grid**

**Writing**

Evaluate and edit by assessing the effectiveness of his/her own and others' writing

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ref:English Appendix 2

Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing

Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing

Proof-read for spelling errors linked to spelling statements for year 5

Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity

Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear

**Vocabulary, Grammar and Punctuation**

Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify

Understand verb prefixes e.g. dis-, de-, mis-, over- and re-

