

Year 5 Writing Assessment Expected Standard (EXS)

Year 3 core content	Gaps	Year 4 core content	Gaps	Text type						
Uses apostrophe for singular possession		Uses standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)								
Uses a main clause and a subordinate clause accurately including use of punctuation.		Uses expanded noun phrases								
Has a legible and joined handwriting style.		Uses fronted adverbials with punctuation								
Uses present and past tense accurately		Consistent use of present and past tense								
Uses apostrophe for singular possession										
Content and assessment criteria		Year 5 Autumn			Date					
Word	Using a range of verb prefixes (for example, dis-, de-, mis-, over- and re-) in their writing									
Sentence	Modal verbs (might, should, will, must) are evident in their writing to indicate degrees of possibility									
Text	Pupils use some devices to build cohesion within a paragraph such as synonyms, pronouns, adverbial phrases and fronted adverbial clauses									
Punctuation	Use of commas to clarify meaning (He sprang to his feet, quickly realising that someone was at the door versus He sprang to his feet quickly, realising that someone was at the door.)									
Handwriting	Writing is legible and some letters are joined accurately									
Composition	Ensuring the consistent and correct use of tense throughout a piece of writing									
	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning									
	Editing spelling and punctuation errors independently									

Year 5 Spring							
Word	Pupils can apply their understanding of converting nouns or adjectives into verbs using suffixes (for example -ate, -ise, -ify) – seen in their writing						
Sentence	Use adverbs to indicate degrees of possibility (perhaps, surely)						
Text	Linking ideas across paragraphs using adverbials of time (for example, later) place (for example, nearby) and number (for example, secondly)						
Punctuation	Use of brackets , John Smith (a boy from my school) is now a rocket scientist. dashes John Smith - a boy from my school - is now a rocket scientist. or commas John Smith, a boy from my school, is now a rocket scientist.to indicate parenthesis are beginning to be used						
Handwriting	Writing is legible and most letters are joined accurately						
Composition	There are clear links (cohesion) across paragraphs						
	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning						
	Editing spelling and punctuation errors independently						
Year 5 Summer							
Sentence	Pupils are accurately using a range of prefixes and suffixes in their writing						
Text	Use relative clauses beginning with who, when, which, where, when, whose, that in their writing						
Punctuation	Linking ideas across paragraphs using tense choices (for example, he had seen her before)						
Handwriting	Use of brackets , John Smith (a boy from my school) is now a rocket scientist. dashes John Smith - a boy from my school - is now a rocket scientist. or commas John Smith, a boy from my school, is now a rocket scientist.to indicate parenthesis are mostly used accurately						
Composition	Writing is legible and most letters are joined accurately						
	Pupils are able to maintain the text type structure throughout their writing						
	There are many clear links (cohesion) across paragraphs						
	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning						