

Netherbrook Primary School
Writing Assessment: Stage 5

Composition				Transcription			
Vocabulary, Grammar and Punctuation <i>(see Appendix 2 NC 2014)</i>		Composition		Composition		Spelling	
1	Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i>	8	Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>	21	Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning	32	Continue to distinguish between homophones and other words which are often confused
		9	Identify and use brackets and dashes	22	Ensure consistent and correct use of tense throughout a piece of writing		
		Plan their writing by:		23	Ensure consistent subject and verb agreement	33	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
		10	Identifying the audience and purpose	24	Proofreading for spelling and punctuation errors		
		11	Selecting the appropriate language and structures	25	Perform own compositions for different audiences:	34	Use dictionaries to check the spelling and meaning of words
12	Using similar writing models						
2	Create and punctuate complex sentences using <i>ed</i> openers	13	Noting and developing ideas	26	Using appropriate intonation and volume	35	Use the first three or four letters of a word to check spelling or meaning in a dictionary
3	Create and punctuate complex sentences using <i>ing</i> openers	14	Drawing on reading and research				
4	Create and punctuate complex sentences using simile starters	15	Thinking how authors develop characters and settings (in books, films and performances)	27	Adding movement	36	Use a thesaurus
				28	Ensuring meaning is clear		
5	Demarcate complex sentences using commas and explore ambiguity of meaning	Draft and write by:		Spelling		37	Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs
		16	Selecting <i>appropriate</i> grammar and vocabulary	29	Spell words that they have not yet been taught by using what they have learnt about how spelling works in English		
		17	Blending action, dialogue and description within and across paragraphs				
6	Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>	18	Using devices to build cohesion (see VGP column)	30	Use further prefixes and suffixes and understand the guidelines for adding them	38	Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>
		19	Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams text boxes</i>			39	Write fluently
7	Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i>	Evaluate and edit by:		31	Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>	40	Choose when it is appropriate to print or join writing e.g. printing for labelling a scientific diagram
		20	Assessing the effectiveness of own and others' writing in relation to audience and purpose				

Assessment Guidance

Assessment Stage	5.1	5.2	5.3	5.4	5.5	5.6
Typical Attainment time	Late Oct	Mid Jan	Late Mar	Mid May	Late July	Late July
Approximate percentage of curriculum mastered	20%	40%	60%	80 – 85%	95 – 100%	Exceeding stage expectations