

**Netherbrook Primary School**  
**Year 5 Writing Assessment**

Name:		Class:
<b>Vocabulary, Grammar and Punctuation</b>		Target met
1	I can create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that 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>	
2	I can create and punctuate complex sentences using ed openers	
3	I can create and punctuate complex sentences using ing openers	
4	I can create and punctuate complex sentences using simile starters	
5	I can demarcate complex sentences using commas and explore ambiguity of meaning	
6	I can explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must	
7	I can use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently	
8	I can identify and use brackets and dashes	
<b>Composition</b>		
<b>Plan their writing by:</b>		
9	I can identify audience and purpose	
10	I can select appropriate language and structures	
<b>Draft and write by:</b>		
11	I can select <i>appropriate</i> grammar and vocabulary	
12	I can blend action, dialogue and description within and across paragraphs	
13	I can use organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams text boxes</i>	
<b>Evaluate and edit by:</b>		
14	I can suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning	
15	I can ensure consistent and correct use of tense throughout a piece of writing	
16	I can ensure consistent subject and verb agreement	
<b>Spelling</b>		
17a	I can spell words that have not yet been taught by using what I have learnt about how spelling works in English	
17b	I can spell words from the Stage Five word 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 (critic + ise); 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; year	
18	I can use further prefixes and suffixes and understand the guidelines for adding them Prefixes: un-, dis-, mis-, in-, il, im, ir, re-, sub-, inter-, super-, anti-, auto- Suffixes: -ation, -ly, -ous, -ant, -ance/-ancy, -ent, -ence/-ency -able -ible -ably -ibly -fer	
19	I can spell some words with 'silent' letters, e.g. knight, psalm, solemn, doubt, island, lamb, thistle	
20	I can continue to distinguish between homophones and other words which are often confused advice/advise ; device/devise; licence/license; practice/practise; prophecy/ prophesy; farther/ further/ father; guessed/guest; heard/ herd; led/lead; morning/ mourning; past/ passed; precede/ proceed; aisle/ isle; aloud/ allowed; affect/effect; altar/alter; ascent/ assent; bridal/ bridle; cereal/ serial; compliment/ complement; descent/ dissent; desert/ dessert; draft/draught' principal/principle; stationary/ stationery; who's/whose; steel/steal	
21	I can use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs	
<b>Handwriting</b>		
22	I can write fluently	
23	I can choose when it is appropriate to print or join writing e.g. printing for labelling a scientific diagram	