Writing Assessment Tracking – Year 5

Term	Working Towards	On Track (Met for summer)	Greater Depth
Autumn	Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflects scaffolding or support given.	Writing demonstrates correct features of the given form, as appropriate to audience, purpose and context.	Writing demonstrates a deep understanding of a range of taught text types, with independent choices being made appropriate to form, audience, purpose and context.
	Ideas are linked within paragraphs (e.g. then, after, later)	Ideas are linked across paragraphs.	The writer demonstrates great awareness of shaping paragraphs.
	In narrative writing settings, characters and plot are created successfully.	In narrative writing settings, characters and plot are created successfully.	Structure and organisation of writing is carefully chosen to reflect audience, purpose and context,
	Basic grammar is accurate reflecting written Standard English instead of local spoken forms.	Across writing appropriate use of nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.	Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed.
	Writing demonstrates appropriate use of nouns and noun phrases modified by carefully chosen adjectives to add detail and description	Pronouns and nouns are chosen to aid cohesion, ensure clarity and avoid repetition.	
	Spelling in line with Y1-Y4 of Appendix 1 is usually accurate.	Tense choice and other devices build cohesion within and across paragraphs (e.g. he had seen her before).	
Spring	Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflects scaffolding or support given.	Writing demonstrates correct features of the given form, as appropriate to audience, purpose and context.	Writing demonstrates a deep understanding of a range of taught text types, with independent choices being made appropriate to form, audience, purpose and context.
	With support, non-narrative writing is beginning to use a wider range of further organisational and presentational devices to guide the reader.	In non-narrative writing a range of further organisational and presentational devices are used to structure text (e.g. headings, bullet points, underlining).	In non-narrative writing demonstrates well-chosen devices to present information and guide the reader.
	Structure and organisation is starting to be informed purpose and context with support.	Paragraphs organise ideas around a theme and adverbials of time and place and link ideas across paragraphs (e.g. later, nearby)	The writer independently uses varied and rich vocabulary and a range of sentence structures.
	Some relative clauses are beginning to be used with support (e.g. who, which, where, when). Tense choice is appropriate throughout the piece.	Relative clauses successfully add detail and description.	The writer demonstrates carefully chosen vocabulary and phrases (including relative clauses) to clarify meaning, enhance effect, add/slow pace and conjure mood.
	A range of strategies are used to spot possible inaccuracies in their spelling.	Adverbs and modal verbs indicate degrees of possibility (e.g. perhaps, surely, must, could).	Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules.
	Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters.	Spelling in line with Y5 Appendix 1 is usually accurate, including further homophones and those which use common pre-fixes and suffixes.	Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed.
	With support simple improvements to structure and organisation of others' writing are suggested.	Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters - however this is not always maintained when writing at efficient speed.	
Summer	Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, but often reflects scaffolding or support given.	Writing demonstrates correct features of the given form, as appropriate to audience, purpose and context.	Writing demonstrates a deep understanding of a range of taught text types, with independent choices being made appropriate to form, audience, purpose and context.

Composition / Grammar & Punctuation / etc.		
Writing demonstrates an understanding of a range of taught text types.	Fronted adverbials are used to vary sentence structure.	Across a range of genres rich settings, atmosphere, characters and plot are created successfully and consistently.
Writing is appropriate to audience, purpose and context, and shows cohesion.	The range of punctuation set out in Y5 Appendix 2 is used accurately, including: commas after fronted adverbials; possessive apostrophes for plural nouns; punctuation of direct speech.	Some playing play with grammar, devices and structure beyond their PoS is evident.
A range of sentences containing more than one clause is used.	Writing is proof-read for spelling and punctuation errors, including some prompted use of a dictionary to check spelling.	The writer demonstrates fluent and appropriate use of punctuation, including some attempts to create effect.
Punctuation is mostly accurate.	Handwriting is legible and fluent, including appropriate choice of letter shape, and whether or not to join letters - however this is not always maintained when writing at efficient speed.	Any spelling errors are generally self-corrected during proof reading.
Some use of possessive apostrophes for plural nouns (e.g. The boys' arrival) is sometimes accurate, but not always secure.	Evaluation of the effectiveness of own and others' writing is used to propose changes, including structure and organisation.	Handwriting is legible, fluent handwriting is usually maintained when writing at efficient speed
Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters.		Constructive evaluation is backed by reasons for their suggestions, including around structure and organisation.
Writing is self-checked for errors in spelling, grammar and punctuation and meaning.		

Composition	Grammar & Punctuation	Spelling	Handwriting	Proof Reading	Once an objective has been covered it becomes Bold
					It is assumed children have achieved this objective at 'on track' unless they are indicated at either WT or GD