

## Writing Assessment – Orange

Handwriting	Construction and Organisation of sentences and texts	Writing for effect	Punctuation	Spelling
<p><u>Handwriting is neat, joined correctly and consistently sized.</u></p> <p><u>Writes with speed.</u></p> <div style="border: 2px solid orange; padding: 5px; margin-top: 10px;"> <p>Termly Assessment</p> <p>Statements must be embedded before highlighting. To assess the stage at which the child is performing, count up highlighted statements and indicate in the correct box.</p> </div>	<p><u>Uses correct verb-subject agreement when using singular and plural. e.g. The boy eats....; the boys eat.</u></p> <p><u>Uses a wider range of coordinating and subordinating conjunctions, and time adverbials e.g. however, furthermore, despite, in addition to, since.</u></p> <p><u>Uses subordinate clauses to create complex sentences.</u></p> <p><u>Uses relative clauses beginning with: which, who, where, when, whose or that.</u></p> <p>Uses tense usually accurately throughout and can change between tenses.</p> <p><u>Indicates degrees of possibility using adverbs and modal verbs e.g. definitely, perhaps, surely, might, must.</u></p> <p><u>Plans for their writing are well thought out, detailed and support the writing process.</u></p> <p><u>Uses paragraphs correctly in all text types and begins to use cohesive devices. e.g. then, that after, this, firstly and adverbials of time (later), place (nearby) and order (secondly).</u></p> <p>Narrative writing is imaginative and has a clear plot.</p> <p>Non-narrative is ordered clearly and logically, with a clear introduction and conclusion.</p> <p><u>Uses the appropriate style and features for a text type e.g. to persuade, instruct, inform or entertain.</u></p> <p><u>Uses organisational and presentational devices appropriate to text type e.g. headings, bullets, underlining etc.</u></p>	<p><u>Effectively selects words for deliberate effect.</u></p> <p><u>Uses a thesaurus regularly to widen their vocabulary.</u></p> <p>Begins sentences with a verb e.g. Enunciating every word clearly,</p> <p>Begins sentences with an adjective e.g. Fatigued after his long run.</p> <p>Manipulates the order of sentences for effect.</p> <p><u>Ideas developed by using techniques such as expanded noun phrases and adverbials.</u></p> <p>Uses similes and metaphors and begins to use personification.</p> <p><u>Develops characters and settings through integrating description and action in a narrative e.g. Disheveled and wind-beaten, Michael, strolled through the luscious, green meadow. He saw in the distance, a tiny puff of smoke billowing from the cottage's chimney.</u></p> <p>Uses standard and non-standard English correctly according to audience.</p> <p><u>Proof-reads, edits and assesses the effectiveness of their own and others writing, suggesting and making improvements (grammar, and vocab).</u></p> <p>Extend sentences through use of multiple clauses both subordinate and relative for effect.</p> <p><u>Uses informal and formal vocabulary appropriately e.g. find out/discover, ask for/request, go in/enter.</u></p>	<p><u>Uses commas mostly accurately to separate phrases and clauses.</u></p> <p>Uses brackets, dashes and commas for parenthesis.</p> <p><u>Proof-reads word for punctuation and spelling errors.</u></p>	<p><u>Spells at least 50% of the Year 5/6 word list correctly.</u></p> <p><u>Spells some words with silent letters accurately e.g. knight, psalm, solemn, government.</u></p> <p><u>Spells most homophones correctly.</u></p> <p><u>Spells ough words correctly</u></p> <p><u>Chooses the correct suffix for words ending in 'cial' and 'tial'.</u></p> <p><u>Chooses the correct suffix for words ending in 'ible' and 'able'</u></p> <p><u>Knows the 'i before e except after c' rule and the exceptions to this rule.</u></p> <p><u>Uses a dictionary to check spellings and definitions of words.</u></p> <p>Converting nouns in to adjectives using suffixes, e.g. -ate, -ise and -ify.</p> <p>Uses and spells verb prefixes correctly, e.g. dis-, de-, mis-, over-, re-</p>

Emerging: 5E  
5E: 5-9 objectives  
5E+: 10-18 objectives



Developing: 5D  
5D: 19-25 objectives  
5D+: 26-28 objectives



Secure: 5S  
29 - 36 objectives including all KPI's.



Mastery: 5S+  
37-39 objectives embedded and applied in a range of contexts.



