|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Non-negotiables (Key Stage 2): Year 5**   * **Use capital letters for names of people, places, days of the week and the personal pronoun ‘I’;**Image result for self assessment smiley faces * **Use question marks and exclamation marks;** * **Use commas to separate items in a list/ Use commas to mark plural possession;** * **Use apostrophes to show where letters are missing and mark singular possession in nouns/ use apostrophes to mark plural possession;** * **Use inverted commas and other punctuation to indicate direct speech.** | | | | | |
| **Working towards the expected standard** | | | **Working at the expected standard** | | **Surpassing – Working at greater depth** |
| **Bronze writer (b)** | **Silver writer (b+)** | **Gold writer (w)** | **Ruby writer (w+)** | **Emerald writer (s)** | **Diamond writer (s+)** |
| Plan and draft writing. | Use correct features and sentence structures to match text types eg letter/report etc. | Develop characters through action and dialogue. | Establish a viewpoint by commenting on characters and events. | Summarise a paragraph. | Close the text with reference to its opening. |
| Discuss the audience and purpose of the writing. | Add well-chosen detail to interest the reader. | Describe characters and settings. | Use grammar and vocabulary to create an impact on the reader. | Use literary techniques to create effects in writing eg alliteration, similes, ellipsis etc. | Read work aloud with expression and understanding. |
| Start sentences in different ways. | Vary the length of sentences. | Use speech/dialogue in writing, | Use adverbs or modal verbs to indicate a degree of possibility. | Re-order sentences to create an impact on the reader. | Perform own compositions using correct intonation, volume and movement so the meaning is clear. |
| Use paragraphs to organise ideas and show different information or events. | Proofread work for spelling and punctuation errors. | Use redrafting to improve writing. | Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that). | Use paragraphs to organise information logically and shape a non-fiction text effectively. | Use the subjunctive form. |
| Use commas to demarcate fronted adverbials and clauses. | Use adverbials to link paragraphs. | Use past and present tense correctly. | Use commas and hyphens to clarify meaning. | Structure non-fiction writing using headings, sub headings, bullet points etc. | Use brackets, dashes and commas to clarify meaning and ambiguity. |
| Form verbs with prefixes. | Spell most of the year 3/4 words correctly. | Understand the rules for adding prefixes and suffixes. | Build cohesion between paragraphs using time conjunctions. | Use paragraphs to structure the plot in narrative writing showing changes in time, place and events. | Use the passive voice. |
| Convert nouns or adjectives into verbs by adding a suffix. | Use a thesaurus. | Spell words with silent letters. | Use expanded noun phrases to add detail to writing. | Choose an appropriate opening and closing. | Spell most of the year 5/6 words correctly. |
| Use the first 3/4 letters of a word to check spelling in a dictionary. | Join letters when needed. | Handwriting is legible and joined. | Spell the most commonly misspelt words from the year 5/6 list. | Use a range of spelling strategies. | Use more detailed feedback for own work and peers. |
| Choose the writing implement that is best suited for the task. |  |  | Use prefixes and suffixes |  |  |



**Composition Grammar and Punctuation Spelling Handwriting**