# The Federation of Yarmouth and Shalfleet CE Primary Schools

# Upper Key Stage 2 (Years 5 and 6) – Writing Assessment

**Spelling**

* Can use further prefixes and suffixes and understand the guidelines for adding them
* Can spell some of the words with ‘silent’ letters
* Can distinguish between homophones and other words which are often confused
* Can use dictionaries to check the spelling and meaning of words
* Can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
* Can use a thesaurus

**Handwriting**

* Can write legibly, fluently and with increasing speed
* Can choose which shape of a letter to use and deciding as part of their own personal style, whether or not to join specific letters
* Can choose the writing implement that is best suited to the task

**Composition**

* Can plan their writing by:
* Identifying the audience for and the correct purpose of the writing
* Select an appropriate form and use other similar writing as models of their own
* Noting and developing initial ideas, drawing on reading and research where necessary
* In writing narratives, consider how authors develop character and setting, in what they have read, listened to or seen performed
* Can draft and write by:
* Selecting appropriate grammar and vocabulary
* In narrative, describe settings, characters and atmosphere
* Integrate dialogue within narrative to convey character and advance action
* Precising longer passages
* Build cohesion within and across paragraphs – repetition, grammatical connections, adverbials and ellipses
* Use organisational and presentational devices to structure text and guide the reader (paragraphing, headings, bullet points, underlining, bold)
* Can evaluate and edit by:
* Assessing the effectiveness of their own and others writing
* Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
* Ensure the consistent and correct use of tense throughout a piece of writing
* Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
* Proofread for spelling and punctuation errors
* Perform their own compositions, using appropriate intonation, volume and movement so the meaning is clear

**Vocabulary, grammar and punctuation**

* Can recognise vocabulary and structures which are appropriate for formal speech and writing
* Can use passive verbs to affect the presentation of information within a sentence
* Can use verbs to mark relationships of time and cause
* Can use expanded noun phrases to convey complicated information concisely
* Can use modal verbs or adverbs to indicate degrees of possibility
* Can use relative clauses beginning with who, which, where, when, whose, that or with

**Indicate grammatical and other features by:**

* Can use commas to make clauses
* Can use hyphens
* Can use brackets, dashes and commas
* Can use semi-colons, colons or dashes to mark boundaries
* Can use a colon to introduce a list and semi colons within lists
* Can punctuate bullet points consistently

**Year 5 and 6 Pupils should understand all the Year 1, 2, 3 and 4 taught vocabulary and the following:**

**Year 5**

* Modal Verb
* Relative Pronoun
* Relative Clause
* Parenthesis
* Bracket
* Dash
* Cohesion
* Ambiguity

**Year 6**

* Subject
* Object
* Active
* Passive
* Synonym
* Antonym
* Ellipsis
* Hyphen
* Colon
* Semi-colon
* Bullet point