St Bernadette's Catholic Primary School - Year 5 Writing Assessment Ladder

	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
Vocabulary, Grammar and Punctuation																			
As in Year 4 and: Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.																			
Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead.																			
Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.																			
Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.																			
Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests.																			
Demarcate complex sentences using commas in order to clarify meaning.																			
Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'																			
Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff.																			

Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.																				
Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.																				
Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.																				
Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth.																				
Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.																				
Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.																				
Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs. Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-.																				
Composition																				
Planning Identify the audience and purpose.																				
Select the appropriate language and structures.																				
Use similar writing models.																				
Note and develop ideas.																				
Draw on reading and research.																				

Think how authors develop characters and settings (in books, films and performances).																				
Drafting and Writing Select appropriate structure, vocabulary and grammar.																				
Blend action, dialogue and description within and across paragraphs.																				
Use different sentence structures with increasing control (see VGP).																				
Use devices to build cohesion (see VGP).																				
Use organisation and presentational devices e.g. underlining, bullet points, headings.																				
Evaluating and Editing Assess the effectiveness of own and others' writing in relation to audience and purpose.																				
Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.																				
Ensure consistent and correct use of tense throughout a piece of writing.																				
Ensure consistent subject and verb agreement.																				
Proof read for spelling and punctuation errors.																				
Performing Use appropriate intonation and volume.																				
Add movement.																				
Ensure meaning is clear.																				
Handwriting																				
Write fluently using a joined style as appropriate for independent writing.																				
Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.																				