



Assessment group (* focus child):

Highlight secure statements only autumn term = orange spring term = green summer term= yellow

I can explain how likely something is using adverbs e.g. perhaps, surely	I can make notes and develop relevant content ideas from my reading to use in my writing	I can build effective relative clauses beginning with who, which, where, when, whose, or that	I know the difference between words that are often confused e.g. where/ were or are often misspelt from the Year 5 spelling list
I can explain how likely something is using modal verbs e.g. might, could, should, will, must	I can create my own imaginative characters and settings based upon the work of real authors	I can build relative clauses where the relative pronoun is omitted e.g. The prize I won was a book.	I know the difference between homophones that are often confused e.g. witch/which
I can use tense choices effectively to join ideas in a paragraph such as the past perfect e.g. He had seen her before.	I can develop an atmosphere in my description of a setting using a range of stylistic devices appropriately e.g. similes, metaphors	I am secure in my use of layout devices e.g. headings, subheadings, columns, bullet points, or tables	I can change nouns or adjectives into verbs using the suffixes -ate, -ise, -ify
I am starting to use the active and passive voice and identify the subject in a sentence/object in a sentence e.g. The girl dropped a pen/ The pen was dropped by the girl	I am starting to use the active and passive voice to achieve intended effects in formal reports, explanations and narratives	I can use a range of devices such as conjunctions to join ideas. E.g. then, after that, this, firstly	I can investigate verb prefixes and their meanings e.g. dis-, re-, mis-, over-
I can identify and use colons to introduce a list	I can blend action, description and dialogue to convey character and advance the action effectively in my stories	I can use devices such as in the meantime, meanwhile, until then, to join paragraphs in narrative	I can spell some words with silent letters e.g. knight, psalm, solemn
I can use brackets to show parenthesis (add an explanation or aside) in my writing	I can identify the purpose for my writing and select the appropriate form to suit the reader e.g. persuasive formal letter	I can create and punctuate complex sentences using –ing openers e.g. Sobbing uncontrollably, the girl left the room.	I can write legibly and fluently, joining where appropriate
I can use dashes to include additional information to a sentence e.g. Alex–my best friend– is coming to my house tonight.	I can select ambitious and new word choices appropriately for my purpose using a thesaurus and my knowledge of word formation	I can create and punctuate complex sentences using –ed openers e.g. Terrified by the dragon, George fell to his knees	I am developing my own personal clear and neat handwriting style
I know how to use commas to include additional information / parenthesis e.g. Emma, Claire’s mum, baked the cake.	I can proof-read and edit my own work, checking for spelling errors, that it makes sense and that tenses are consistent, for example	I can link ideas in an explanation or discursive text using cohesive devices such as on the other hand, similarly, in contrast	I can decide which handwriting standard is appropriate for a task e.g. quick notes/ final version
I can explore how hyphens or commas can be used to avoid ambiguity e.g. Man-eating shark / man eating shark	I can reflect on the content of my writing and add relevant description or information	I can link ideas across paragraphs using adverbials for time, place and number e.g. later, nearby, secondly	I can choose when it is appropriate to print or to join my writing e.g. printing for labelling a scientific diagram
Vocabulary, Grammar and Punctuation	Composition - Effectiveness for purpose	Composition - Structure and organisation	Spelling and Handwriting

Overall Assessment

Date/judgement:

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WTS (working towards the expected standard); **EXS** (working at the expected standard);

GDS (working at greater depth within the expected standard)