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| Y5 Assessment Non-negotiables : Writing | | | |
| **Super 6**  1: Using prepositions to expand noun phrases  2: Identify and use present perfect tense.  3: Fronted adverbials with supporting commas | | 4: Simple compound and complex sentences  5: Paragraphs to organize relevant information  6: Use a wide range of conjunctions to start subordinate clauses | Prove it  (Date) |
| **Grammar** | | | |
| G1 | To edit and correct grammatical errors | |  |
| G2 | Use a range of expanded noun phrases to add detail across a piece of writing e.g. He scampered quickly up the rocky path, avoiding the very slippery seaweed beneath his feet | |  |
| G3 | Indicate degrees of possibility through the use of adverbs e.g. surely, perhaps, possibly. | |  |
| G4 | Use modal verbs to show possibility e.g. should, could, may, must within expanded noun phrases | |  |
| G5 | Use relative clauses beginning with who, which, where, when, whose and that e.g. Tom, whose heart was beating furiously, ran for his life. | |  |
| G6 | Use embedded clauses e.g. Tom, although he was terrified, crept through the forest. | |  |
| G7 | Use main and subordinate clauses in different positions in sentences e.g. Although he was terrified, Tom crept through the forest. / Tom crept through the forest, although he was terrified. | |  |
| G8 | Ensure the consistent and appropriate use of tense throughout a piece of writing that suits the level of formality required e.g. switch between past/continuous/perfect forms to communicate a more mature writing style – I was dark and I had been walking for hours. If I didn’t find shelter soon I would be walking forever/ e.g. formal - I have noticed that… | |  |
| G9 | Use hyperbole, expanded noun phrases, appropriate word choices, standard and non-standard English, metaphors and personification. | |  |
| G10 | Use a range of language features in fiction and non-fiction e.g. similes, alliteration. | |  |
| G11 | Use a range of devices to link paragraphs e.g. adverbs and adverbial phrases; connectives, foreshadowing (little did he know that…) | |  |
| G12 | Use and modify a range of organisational features for fiction and non-fiction genres e.g. opening/build up/dilemma/resolution/end, subheadings/paragraphing/genre specific | |  |
| G13 | Create settings, character and plots e.g. using appropriate word choice, standard and non-standard English, intro/problem/build up/ climax/ resolution/ end, embedded clauses, relative clauses, expanded noun phrases, modal verbs and qualifiers. | |  |
| **Punctuation** | | | |
| P1 | To edit and correct punctuation errors | |  |
| P2 | Use commas accurately to demarcate clauses in complex sentences e.g. stopping in one of the few forest clearings, which was now dark and full of danger, Tom wondered if he would ever get out alive. | |  |
| P3 | Use brackets/dashes to indicate parenthesis. | |  |
| P4 | Use apostrophes for contraction | |  |
| P5 | Use inverted commas and supporting punctuation for direct and reported speech e.g. The doctor seemed satisfied with the operation, he said ‘she’ll be fine,’ and said that she’d be out of bed in a week. | |  |
| P6 | Use a range of cohesive devices within paragraphs e.g. connectives; consistent tense and person | |  |
| P7 | Use apostrophes for possession. | |  |
| P8 | Use hyphens e.g. dagger-like, man-eating | |  |
| **Spelling** | | | |
| S1 | To edit and correct spellings errors | |  |
| S2 | Can spell many of the year 5/6 words accurately e.g. by using dictionaries/word banks/editing/proof reading | |  |
| S3 | Use the first 3 letters of a word to find a spelling in a dictionary and use a thesaurus. | |  |
| S4 | Spell a range of homophones | |  |
| S5 | Spell rare GPC words from the Year 5 and 6 list e.g. ‘ei’ after ‘c’. | |  |
| S5 | Use plural spellings –s, -es, -ies | |  |
| S6 | Spell words with silent letters. | |  |
| S7 | Spell words with the endings –ough, -able, -ible. –ably, -ibly | |  |