

Year 5 teaching and assessment writing criteria- overarching aim – cohesion developed within and across paragraphs

Autumn term basic skills

- What is a sentence – has a subject (who/what) and a verb(doing/being), capital letter, end of sentence punctuation and has to make sense
- Four sentence types – statement with a full stop, question with a question mark, exclamation with an exclamation mark and command with an exclamation mark.
- Accurate use of tenses including present tense (*help*) simple past (*helped*) present progressive (*is helping*) and past progressive (*was helping*) present perfect (*has helped*)
- Joining sentences with co-ordinating conjunctions – start with **and**, then **or** and **but** and subordinating conjunctions using when, if, that, because, even though, although
- Commas for lists (explicitly teaching when commas are used)
- Apostrophes for contraction /Apostrophes for singular possessive
- Detail -Expanded noun phrases including modifying /Adverbs and adverbial phrases – often, quickly, very/Prepositions – next to, underneath, with
- Accurate use of tenses including present perfect (he has gone)
- Year 3 and 4 spelling list
- Use speech punctuation correctly – insert inverted commas, start with speech then reporting clause, speech provided in bubbles, provide the comma, teach new speaker new line/ Speech punctuation - start with the reporting clause
- Varying the position of clauses
- Fronted adverbials/adverbial phrases – group of words that act as an adverb followed by a comma
- Noun phrases expanded by the addition of modifying...e.g. short maths teacher with curly hair
- Cohesive devices - Pronouns and synonyms to avoid repetition and adverbs to express time (cohesive device)
- Determiners a/an the
- Possessive pronouns – ours/theirs/ yours/his/hers
- Paragraphs – developing the understanding of a group of ideas – in a narrative might be when there is a change of person/place/time (secret subheading) identified in reading
- Teaching of proof reading –via CUPS – Capital letters/Understanding/Punctuation/Spelling and proposing changes to grammar and vocabulary to improve consistency including accurate use of pronouns in sentences
- **Include writing for four writing purposes (long term plan details this – inform, entertain, discuss and persuade)**

Errors to be addressed as teaching points if observed

- Run ons – missing end of sentence demarcation or conjunction
- Comma splices- commas used in place of end of sentence demarcation or conjunction
- Overuse of conjunctions
- Apostrophes for plurals
- Not using capital letters for proper nouns including I
- Random capital letters – sometimes also a handwriting issue
- Starting sentences with co-ordinating conjunctions
- a/an accurate – teaching vowel and consonant
- Incorrect use of it's
- Standard English – we were/was and they did/done
- Correct comma use – teach so children can identify why they have used – list, fronted adverbial, to separate main and subordinate clause when subordinate clause at start of sentence
- Lack of variation in sentence structures

Spring and Summer advancing skills (when basic skills have been secured)

- Teach cohesion explicitly – examples taken from reading and already taught conjunctions /adverbials / pronouns /synonyms
- Cohesion within and across paragraphs e.g. time adverbials and referring back, forward
- Atmosphere – senses/similes/metaphors/personification -figurative language/suspense
- Dialogue – used to convey character and advance action – (cohesion within and across paragraphs)
- Relative clauses using relative pronouns – who/which/where/when/whose/that
- Modal verbs or adverbs to indicate degrees of possibility
- Using brackets, dashes or commas to indicate parenthesis
- Commas to avoid ambiguity
- Year 5 and 6 spellings
- Consistent tense choice
- **Include writing for all four writing purposes (long term plan details this)**

Considerations

- Colours for word classes and clauses following on from lower school and introducing for figurative devices
- Examples of main elements displayed on working walls for reference and as a semi- permanent scaffold
- Teaching of editing – ARMS – add/remove/move/substitute

Draft two