St. Paul's Writing Assessment Sheet

Golden Thread (Ready to Progress Criteria) – linked to End of Key Stage 2 expectations

Year Five

	Writing Piece:							
Purpose and Impact	Ideas are developed in narrative and in non-fiction							
	Point of view is clear and controlled with some elaboration							
	Execute a text type/genre by including all features or adapt when required							
	Create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fictions e.g. language choices support the purpose							
Structure and Shape	Structure and organise writing with pace in narrative and supporting evidence in non-fiction							
	Start new paragraphs to show changes in time, place, event or person							
	Use devices to build cohesion within paragraphs e.g. then, after that, this, firstly							
	Link ideas across paragraphs using a range of devices e.g. phrases that back reference previous points							
Sentence Structure	Create different emphasis in sentences through word order and noun phrases							
	Mix short and long sentences to change, accelerate or show pace for reader							
Tense	Deploy tense choices that support cohesion by making links e.g. he had seen her before.							
	Use modal verbs to show something is certain, probable or possible (or not) e.g. might, should, will, must.							
Conjunctions/ Complex Sentences	Use relative clauses within complex sentences beginning with who, which, where, when, whose, that e.g. Maisie, who was extremely tired, finished the race							
	Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences e.g. Mortified by what he saw, Harry fled the scene							
Writerly Techniques	Use pathetic fallacy to mirror and extend character's emotions e.g. (aspect of nature or weather reflects feeling)							
	Use pun to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle							
Vocabulary	Some vocabulary choices are for effect or emphasis e.g. technical terminology, vivid language							
Adverbs/ Adverbial Phrases	Indicate degree of possibility using adverbs e.g. perhaps, surely							
	Use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly							
Punctuation	Use brackets, dashes or commas to indicate parenthesis.							
	Use commas to clarify meaning or avoid ambiguity e.g. 'Let's eat dad.' or 'Let's eat, dad.'							
Spelling and Word Structure	Convert nouns or adjectives into verbs using suffixes e.g. ___ate, ___ise, ___ify							
	Apply prefixes to change intent of verbs e.g. dis___, de___, mis___, over___, re___							
	Spell correctly most words from the Year 5/ 6 spelling list.							
Handwriting and Presentation	Make quick choices whether or not to join specific letters							
	Use a style that encourages speed, legibility and fluency							