

Year 5 Teacher Assessment

Pupil Name:

End of Year 5 Expectations						
The pupil can:						
Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.						
Create and punctuate complex sentences using a variety of openers e.g. ed, ing and simile openers.						
Use devices (pronouns, conjunctions, etc) to build cohesion within a paragraph e.g. firstly, then, presently, subsequently.						
Identify and use brackets and dashes						
Using organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.						
Use vocabulary and punctuation to enhance effects and clarify meaning.						
Ensuring consistent and correct use of tense throughout a piece of writing.						
Proofreading for spelling and punctuation errors.						
Use dictionaries and thesaurus to check the spelling and meaning of words.						
Spell most words containing Y5 spelling patterns/rules correctly.						
Maintain legibility in joined handwriting when writing at speed.						