SLP Writing Moderation

Pupil _____   Date _____

End of year 5.

The following tables contain the 'pupil can' statements for each standard from the KLIPs assessment document. The tables provide a check-list to demonstrate which statements have been met for each piece of work and can be used as a cross-reference tool to help identify examples of statements across the collection of work.

End of year 5 – Working towards the expected standard							
Name:	A	B	C	D	E	F	Collection
• After discussing the purpose and audience, the pupils can write for a range of purposes and audiences, selecting language that shows some awareness of the reader. (e.g. se of first person in a diary, direct address in instructions and persuasive writing)							
• To spell most year 3 statutory spellings taught							
• To spell some year 4 statutory spellings taught							
• Use a dictionary to spell some unknown words.							
• To select appropriate vocabulary, including noun phrases, to describe settings and characters in narratives							
• To punctuate and organise dialogue mostly accurately							
• Some use of paragraphs to organise ideas across a range of genres.							
• Use some of the punctuation taught across key stage 2 correctly — Capital letters							
Full stops							
Question marks							
Apostrophes for possession							
Exclamation marks							
Commas for lists							
• To use pronouns for cohesion to avoid repetition							
• To use legible, joined handwriting.							

	A	B	C	D	E	F	Collection
• Create complex sentences with accurate use of commas, nouns and fronted adverbials							

End of year 5 – Working at the expected standard

Name:	A	B	C	D	E	F	Collection
• After discussing the purpose and audience, the pupils can write for a range of purposes and audiences - selecting language that shows some awareness of the reader. (e.g. se of first person in a diary, direct address in instructions and persuasive writing)							
• To spell Year 3 & Year 4 statutory words correctly (year 3&4 statutory spelling lists.)							
• To spell most year five statutory spellings (see KLIPS document.), showing use of a dictionary to check the spelling of uncommon or adventurous vocabulary							
• Convert nouns and adjectives using suffixes ate, ise and ify. • Investigate verb prefixes, eg, dis, de, re, pre, mis and over.							
• Use some conjunctions to build cohesion							
• Use some adverbials of time & place to build cohesion							
• Use some pronouns to build cohesion							
• Use some synonyms to build cohesion							
• Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must.)							
• To use relative clauses beginning with who, which, where, when, whose and that.							
• Use, mostly correctly — Brackets to indicate parenthesis							
Dashes to indicate parenthesis							
Commas to indicate parenthesis							
Use of commas to clarify meaning or avoid ambiguity							
Using 'ed' opening clauses, eg, Exhausted from the race, Sam …							

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		A	B	C	D	E	F	Collection
• To create and punctuate, correctly using commas: complex sentences (Including subordinate clauses and fronted adverbials.)	Using 'ing' opening clauses, eg, Grinning with anticipation, Paul…….							
	Using simile openers, e.g., Like a fish out of water, ..							
• To use legible, joined handwriting.								
• To integrate dialogue to convey character and punctuate accurately.								
• Evidence of individual editing of writing to improve cohesion.								

End of year 5 – Working at greater depth within the expected standard

Name:		A	B	C	D	E	F	Collection
• Write with some effectiveness for a range of purposes and audiences - selecting the appropriate form.								
• Use some evidence of drawing on what they have read as models for their on writing. (e.g. literary language, characterisation, structure)								
• Using a range of cohesive devices within and across sentences and paragraphs.								
• Select vocabulary and grammatical structures that demonstrate a growing awareness of the required formality.								
• Use a wide range of clause structures, sometimes varying their position within a sentence, across a range of genres.								
• Using the full range of punctuation taught most correctly, including								
	Consistent use of apostrophes for possession (singular and plural) and contraction							
	Consistent, correct use of comma to mark boundaries.							
	Use of semi-colons, colons, hyphens							

• Use a range of independent editing, including dictionary and thesaurus							

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