

Please note: these grids are to support teacher assessment. They are not designed to be used for every child. They would be used to sample pupils across the cohort.



ISLINGTON

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|---|--|--|--|--|--|--|--|--|
| Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] | | | | | | | | |
| Reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar, using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] when needed | | | | | | | | |
| proofread for spelling and punctuation errors, using a dictionary to check spelling and meaning of words | | | | | | | | |
| Vocabulary, grammar and punctuation | | | | | | | | |
| Use brackets, dashes or commas to indicate parenthesis | | | | | | | | |
| Use commas to clarify meaning or avoid ambiguity | | | | | | | | |
| Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun | | | | | | | | |
| Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] | | | | | | | | |
| Working at greater depth within the expected standard in Y5 | | | | | | | | |
| The pupil can, after discussion with the teacher: | | | | | | | | |
| Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | | | | | | | | |
| Summarise longer passages when necessary, using precise vocabulary and with the reader in mind. | | | | | | | | |
| distinguish between the language of speech and writing and choose the appropriate register | | | | | | | | |
| write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) | | | | | | | | |
| spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary | | | | | | | | |

Year 5/6 spelling words: Accommodate; Accompany; According; Achieve; Aggressive; Amateur; Ancient; Apparent; Appreciate; Attached; Available; Average; Awkward; Bargain; Bruise; Category; Cemetery; Committee; Communicate; Community; Competition; conscience*; conscious*; controversy; convenience; correspond; criticise (critic + ise); curiosity; definite; desperate; determined; develop; dictionary; disastrous; embarrass; environment; equip (-ped, -ment); especially; exaggerate; excellent; existence; explanation; familiar; foreign; forty; frequently; government; guarantee; harass; hindrance; identity; immediate(ly); individual; interfere; interrupt; language; leisure; lightning; marvellous; mischievous; muscle; necessary; neighbour; nuisance; occupy; occur; opportunity; parliament; persuade; physical; prejudice; privilege; profession; programme; pronunciation; queue; recognise; recommend; relevant; restaurant; rhyme; rhythm; sacrifice; secretary; shoulder; signature; sincere(ly); soldier; stomach; sufficient; suggest; symbol; system; temperature; thorough; twelfth; variety; vegetable; vehicle; yacht;