Year 5: Evidence Gathering Grid (EGG) ASSESSMENT DOCUMENT

Name:			Date/title/book:				
COMPOSITION: PURPOSE & AUDIENCE	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text).						
	In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').						
	Use dialogue in narratives to convey character or advance the action.						
	Use a range of devices to build cohesion within and across paragraphs: • secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; • link ideas using adverbials of time, place and number; • link ideas using tense choices (e.g. *he had seen her before* instead of *he saw her before*).						
	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.						
	Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).						
GRAMMAR	Select appropriate grammar and vocabulary to change and enhance meaning:	use a range of verb forms, particularly the perfect, to mark relationships of time and cause.					
		use modals and adverbs to indicate possibility.					
		convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.					
		use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).					
PUNCTUATION	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).						
	Indicate parenthesis using brackets, commas or dashes.						
	Use punctuation to ensure meaning is clear, particularly commas for clarity.						
TRANSCRIPTION	Spell correctly words that have been previously taught, including… • Year 3/4 statutory words; • common exception words from KS1; • previously taught homophones.						
	Use and spell correctly many words from the year 5 / year 6 spelling list.						
	Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.						
	Maintain legibility in joined handwriting when writing at speed.						

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