Self Assessment Sheet: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Year Five writers always show:** | 1 | 2 | teacher |
| Spelling |  |  |  |
| I can form verbs with prefixes. |  |  |  |
| I can convert nouns or adjectives into verbs by adding a suffix. |  |  |  |
| I understand the rules for adding prefixes and suffixes. |  |  |  |
| I can spell words with silent letters. |  |  |  |
| I can distinguish between homophones and other words which are often confused. |  |  |  |
| I can spell the commonly mis-spelt words from the Y5/6 word list. |  |  |  |
| I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. |  |  |  |
| I can use a thesaurus. |  |  |  |
| I can use a range of spelling strategies.  |  |  |  |
| Handwriting  |  |  |  |
| I can choose the style of handwriting to use when given a choice.  |  |  |  |
| I can choose the handwriting that is best suited for a specific task.  |  |  |  |
| **Composition** |  |  |  |
| I can identify the audience and purpose of the writing. |  |  |  |
| I can start sentences in different ways. |  |  |  |
| I can use the correct features and sentence structure matched to the text type we are working on. |  |  |  |
| I can develop characters through action and dialogue.  |  |  |  |
| I can establish a viewpoint as the writer through commenting on characters and events. |  |  |  |
| I can use grammar and vocabulary to create an impact on the reader. |  |  |  |
| I can use stylistic devices to create effects in writing. |  |  |  |
| I can add well-chosen detail to interest the reader. |  |  |  |
| I can summarise a paragraph. |  |  |  |
| I can organise my writing into paragraphs to show different information or events.  |  |  |  |
| **Grammar and punctuation** |  |  |  |
| Sentence structure |  |  |  |
| I can use relative clauses. |  |  |  |
| I can use adverbs or modal verbs to indicate a degree of possibility.  |  |  |  |
| I can use consistent and correct use of tense throughout my writing |  |  |  |
| I can use the perfect form of verbs to mark relationships of time and cause |  |  |  |
| Text structure |  |  |  |
| I can build cohesion between paragraphs. |  |  |  |
| I can use adverbials to link paragraphs.  |  |  |  |
| Punctuation |  |  |  |
| I can use brackets, dashes and commas to indicate parenthesis. |  |  |  |
| I can use commas to clarify meaning or avoid ambiguity.  |  |  |  |
|  |  |  |  |
| I can self assess in order to improve my writing. |  |  |  |
| What I am very proud of: |  |
| What my teacher thinks: |  |
| What to edit and improve: |  |
| What will my next target be: |  |