

Name:

Date:

Year 5 Writing Rubric – Surface Features
(Grammar, Punctuation and Spelling)

| | 1 | 2 | 3 | 4 |
|--------------------|---|--|---|---|
| Grammar | Attempts to use basic grammatical conventions when writing simple and compound sentences, e.g., consistent tense. | Uses most basic grammatical conventions correctly when writing simple and compound sentences e.g., consistent tense, subject-verb agreement, consistent pronouns, correct use of prepositions. | Uses most grammatical conventions correctly when writing simple, compound, and some complex sentences. | Uses most grammatical conventions correctly when writing simple, compound, and complex sentences. |
| | Errors may interfere with meaning. | | Errors no longer interfere with meaning. | |
| Punctuation | Shows some simple sentence indication, e.g. capital letters, full stops. | Uses most simple sentence indication i.e., capitals, full stops, question marks. | Uses simple correct sentence indication i.e., capitals, full stops, question marks. | Uses consistent correct sentence indication i.e., capitals, full stops, question marks, exclamations. |
| | Errors may interfere with comprehension. | | Errors no longer interfere with comprehension. | |
| | | Attempts some other basic punctuation e.g., capitals for proper nouns, commas in lists, speech marks, and apostrophes for contraction. | Uses some other basic punctuation correctly e.g., capitals for proper nouns, commas in lists, speech marks, and apostrophes for contraction. | Mostly uses complex punctuation accurately e.g., commas, colons, hyphen, ellipsis (...), apostrophe of possession, and the punctuation for dialogue. |
| Spelling | Spells some high frequency words (Sets 1-2) correctly. | Spells most high frequency words (Sets 1-3) correctly. | Spells most high frequency words (Sets 1-4) correctly. | Few errors within high frequency words (Sets 1-4). |
| | Begins to use some common spelling patterns, e.g., "and", "band", "hand". | Understands frequently used spelling patterns e.g., changing y to ies, double consonant when adding ing. | Understands most spelling patterns including some complex patterns (e.g., plurals using ch, sh, x, o). | Understands most spelling patterns including most complex patterns (e.g., soft 'g' or 'c', keep the 'e' manageable). |
| | Attempts to spell words by recording dominant sounds in order. | Approximate spellings show knowledge of consonant sounds, blends, and vowel sounds. | Has some success with multisyllabic ("hygienic"), irregular ("yacht"), or technical words. | Uses complex multi-syllabic irregular or technical words. |