Year 5: Evidence Gathering Grid (EGG)

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| **Name:** | | | **Date/title/book:** | | | | | **Across the collection** |
|  |  |  |  |  |
| 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…   * common exception words from KS1; * Year 3/4 statutory words; * 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. | |  |  |  |  |  |  |

[devon.cc/english](https://www.devon.gov.uk/support-schools-settings/school-effectiveness/teaching-and-learning/curriculum/english/)

Download this grid from [Evidence Gathering Grids (EGGs) and end of KS criteria - Support for schools and settings (devon.gov.uk)](https://www.devon.gov.uk/support-schools-settings/school-effectiveness/teaching-and-learning/curriculum/english/assessment/evidence-gathering-grids/)