

End of Year GPS Assessment

Year 5

This resource corresponds with the New National Curriculum objectives for Year 5, and has been designed to be used as an aide in assessing pupils' end of year grammar, spelling and punctuation knowledge at the end of Year 5.

This end of year assessment can be used to assist teachers with end of year ability levelling, planning/assessment and as an ideal support tool for parents' evenings/progress meetings etc.

The content addresses each curricular objective outlined in the New National Curriculum in chronological order to give insight into strengths or gaps in each child's knowledge.

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Year 5 National Curriculum Objectives:

Writing – Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set out in English appendix 2 by:

- 15. (5G4.1b) [Using the perfect form of verbs to mark relationships of time and cause](#)
- 16. (5G3.2) [Using expanded noun phrases to convey complicated information concisely](#)
- 5. (5G4.1c) [Using modal verbs to indicate degrees of possibility](#)
- 4. (5G1.6) [Using adverbs to indicate degrees of possibility](#)
- 3 & 10. (5G3.1a) [Using relative clauses beginning with who, which, where, when, whose, that or with an implied \(ie omitted\) relative pronoun](#)

(all questions) Learning the grammar for years 5 and 6 in English Appendix 2

Indicate grammatical and other features by:

- 9. (5G5.6a) [Using commas to clarify meaning or avoid ambiguity in writing](#)
- 7, 8 & 11. (5G5.9) [Using brackets, dashes or commas to indicate parenthesis](#)

* Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

*This objective is not covered in the end of year assessment

Year 5 National Curriculum Objectives:

English Appendix 2 guidance:

1. (5G6.3) [Converting nouns or adjectives into verbs using suffixes \[for example, –ate; –ise; –ify\]](#)
2. (5G6.2) [Verb prefixes \[for example, dis–, de–, mis–, over– and re–\]](#)
- 3 & 10. (5G3.1a) [Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun](#)
4. (5G1.6) [Indicating degrees of possibility using adverbs \[for example, perhaps, surely\]](#)
5. (5G4.1c) [Indicating degrees of possibility using modal verbs \[for example, might, should, will, must\]](#)
- * Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
6. 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]
- 7, 8 & 11. (5G5.9) [Brackets, dashes or commas to indicate parenthesis](#)
9. (5G5.6a) [Use of commas to clarify meaning or avoid ambiguity](#)

Terminology for pupils:

5. (5G4.1c) [modal verb](#)
10. (5G1.5b) [relative pronoun](#)
3. (5G3.1a) [relative clause](#)
- 7 & 8. (5G5.9) [parenthesis](#)
7. (5G5.9) [bracket](#)
11. (5G5.9) [dash](#)
- * (5G1.5) [cohesion](#)
9. (5G5.6a) [ambiguity](#)

*These objectives are not covered in the end of year assessment

1. Draw a line to match each word and a suffix to make a verb.

Word	Suffix
test	en
strength	ise
modern	ify

2. The prefix dis- can be added to the word agree to make the word disagree.

What does the word 'disagree' mean?

Tick ONE

to feel that something is right

☐

to feel that something is bad or wrong

☐

to have a different opinion

☐

to feel the same as each other

☐

3. Which sentence contains a relative clause?

Tick ONE

The train was very fast this morning.

☐

The train, which was going too fast, went past the station.

☐

The train was very fast.

☐

I saw a fast train go past the station this morning.

☐

4. Circle the adverb in the sentence below.

Maybe I could try another way out.

5. What is the word class of the underlined word in the sentence below?

She should be at school at 9am.

Tick ONE

determiner

☐

modal verb

☐

adjective

☐

6. Underline the adverbial of time in the sentence below.

Tomorrow we break the record.

7. Insert a pair of brackets in the correct place in the sentence below.

Marley a small black cat enjoyed spending the day chasing mice
around the farmhouse.

8. Insert a pair of commas to punctuate the parenthesis in the sentence below.

The vampire an evil being with sharp teeth walked through the
dark and eerie crypt.

9. Insert a comma in the correct place in the sentence below to avoid ambiguity.

Whilst grandma was ironing the children were playing outside.

10. Underline the relative pronouns in the sentences below.

The boy who lost his phone was very upset.

The man whose house is up for auction is already rich.

The salad which you made me was really tasty.

11. Tick one box to show where a dash should go.

☐☐☐

He realised that it was the one thing that he loved most Christmas.

12. Which sentence is punctuated correctly?

Tick ONE

Mark shouted, "The thief is getting away!"

☐

Mark shouted "The thief is getting away"!

☐

Mark shouted, "The thief is getting away".

☐

Mark shouted, "the thief is getting away!"

☐

13. Change the underlined word to a subjunctive verb.

☐

If I was you I'd start talking.

14. Rewrite the sentence below using the passive voice.

The soldier found the secret base.

15. Tick one box in each row to show if the sentence is in the past perfect or the present perfect.

Sentence	Past perfect	Present perfect
The girl was happy because she had found her necklace.		
We've been here for over three months.		
The car crashed because it was going too fast.		
I have been coming here since I was a child.		

16. Underline the expanded noun phrases in the sentences below.

The old, rusty car with the broken windows trundled along slowly.

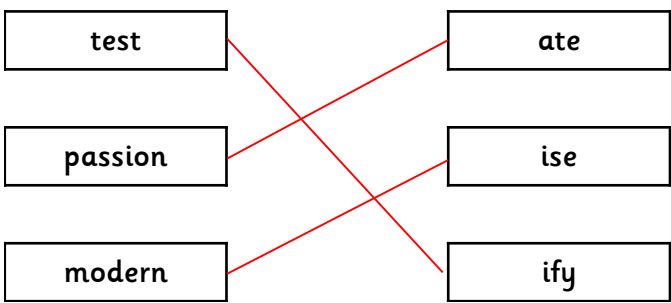
The giant, fluffy dog with the muddy paws yapped noisily.

The old man with the booming voice read loudly.

17. Draw a line to match each sentence to its correct function.

Sentence	Function
What an awesome day at the zoo	question
We went to see the animals	command
Did you go to the zoo	statement
Go to the zoo	exclamation

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- 1.
- | Word | Suffix |
|---------|--------|
| test | ate |
| passion | ise |
| modern | ify |
- 

- 2.
- to feel that something is right ☐
- to feel that something is bad or wrong ☐
- to have a different opinion ☒
- to feel the same as each other ☐

Tick ONE

- 3.
- The train was very fast this morning. ☐
- The train, which was going too fast, went past the station. ☒
- The train was very fast. ☐
- I saw a fast train go past the station this morning. ☐

Tick ONE

4. **Maybe**

5. **Modal verb**

6. **Tomorrow**

7. Marley (a small black cat) enjoyed spending the day chasing mice around the farmhouse.

8. The vampire, an evil being with sharp teeth, walked through the dark and eerie crypt.

9. Whilst grandma was ironing, the children were playing outside.

10. The boy **who** lost his phone was very upset.
 The man **whose** house is up for auction is already rich.
 The sandwich **which** you made me was really tasty.

11. ✓
 ↓ ↓ ↓
 He realised that it was the one thing that he loved most Christmas.

12. Tick ONE
- Mark shouted, "The thief is getting away!" ✓
- Mark shouted "The thief is getting away"!
- Mark shouted, "The thief is getting away".
- Mark shouted, "the thief is getting away!"

13. **were**
14. **The secret base was found by the soldier.**

15. Sentence	Past perfect	Present perfect
The girl was happy because she had found her necklace.	✓	
We've been here for over three months.		✓
The car crashed because it was going too fast.	✓	
I have been coming here since I was a child.		✓

16. **The old, rusty car with the broken windows** trundled along slowly.
The giant, fluffy dog with the muddy paws yapped noisily.
The old man with the booming voice read loudly.

17. What an awesome day at the zoo question
- We went to see the animals command
- Did you go to the zoo statement
- Go to the zoo exclamation