

# Year 5 Writing Progression

0	End of Y4	5.1	5.2	5.3
<b><u>Writing Transcription</u></b>				
<b><u>KPI</u></b> <b>understand and apply further prefixes and suffixes</b>	Prefix mis- and revising un-, in-, dis- Prefix auto- Prefix inter- Adding il- and revising un-, in-, mis-, dis- adding ir- to words beginning with r  Consolidate of previously taught prefixes. Words ending zhuh spelt -sure Adding -ly to adjectives to form adverbs. Words ending in -ous words ending in zhun spelt -sion. Adding the suffix -ion Adding the suffix -ion	<b>Consolidate and review y3/4 prefixes.</b>	<b>Consolidate and review y3/4 prefixes.</b>	<b>Consolidate and review y3/4 prefixes.</b>
		Words ending in -ible Words ending in -ibly or -ably Words ending in -ent Words ending in -ence	Words ending in shus spelt -cious Words ending in shus spelt -tious Words ending in shul spelt -cial or -tial	<b>Consolidate and review.</b>

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continue to distinguish between homophones and other words which are often confused	groan grown main mane reign rain rein peace piece berry bury heal heel missed mist who's whose accept except affect effect	Homophones / near homophones Serial/cereal, heard/herd, steal/steel, stationary/stationery, father/farther, allowed/aloud, guessed/guest, passed/past, lead/led,	Homophones / near homophones  Affect/effect, accept/except, advise/advice, practise/practice	<b>Consolidate and review.</b>
begin to spell some words with 'silent' letters [for example, knight, psalm, solemn]		Words with silent letter b  Words with silent letter t	Consolidate and review.	Consolidate and review.
begin to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt		Words that contain the letter string -ough The ee sound spelt ei	Consolidate and review	Consolidate and review

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specifically, as listed in English Appendix 1				
use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	Can locate words by first two/ three letters	Can locate words by first 4 letters	Can locate words by first 4 letters	Can locate words by first 4 letters at speed.
<b>KPI</b> Spelling of high frequency words	Most Y3/4 words spelt correctly.	<b>Consolidate Y3/4 words Y5/6 words:</b> Accommodate, accompany, according, aggressive, appreciate, attached, awkward, curiosity, definite, determined, develop, embarrass, especially, exaggerate, excellent, familiar, forty, interrupt, persuade, rhyme, rhythm, symbol, system	Average, bruise, convenience, criticise, desperate, disastrous, frequently, immediately, interfere, marvellous, muscle, necessary, neighbour, nuisance, programme, recognise, recommend, suggest, temperature, vegetable	Cemetery, competition, dictionary, equipped, individual, lightning, prejudice, pronunciation, relevant, sacrifice, signature, sincerely, thorough..  Consolidate and review.
begin to use a thesaurus.		Understand that a thesaurus is a better word book and that it is set out in alphabetical order.	Find common words such as big, nice, and good for better examples.	Begin to use better word choice to improve writing.
<b>Handwriting</b>				
<b>KPI</b> □ choosing which shape of letter to use when given choices and deciding whether or not to join specific letters	Increased legibility and consistency of handwriting	Begin to make choices when deciding to join specific letters	Make choices over shape and joins with specific letters	Increased speed, legibility and fluency
<b>Writing Composition</b>				
<b>KPI</b> □ beginning to identify the audience for and purpose of the	Confidently use their understanding of text structure, vocabulary to plan own writing	With support develop knowledge of who the audience is and what the	Independently identify the audience and begin to identify purpose	Identify the purpose and audience and with support

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writing, selecting the appropriate form and using other similar writing as models for their own		purpose of the writing to begin to meet their needs.		begin to draw key features to develop writing structures.
□ start noting and developing initial ideas, drawing on reading and research where necessary	generate and developing planning ideas	With support, organise your own ideas for writing.	With support begin, through research, to identify key points of information and note them down - using bullet points.	Begin -independently - to start thought showering/ mind mapping ideas and research for planning.
<b>KPI</b> in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	Independently create plot with appropriate characters and settings  Write role maintaining viewpoint and begin use appropriate conclusions	Based on familiar narratives - discuss how the author has described the character and settings using different mediums to generate features.	With support begin to use the techniques used by other authors for characters and settings	Independently begin to use the techniques used by other authors for characters and settings
<b>KPI</b> draft and write by: □ suggesting grammar and vocabulary, show some understanding of how such choices can change and enhance meaning	Evaluate and edit, assess the effectiveness of their own and others' writing and suggesting improvements within genre taught	Through guided and modelled writing, able to show knowledge of how choices and changes to vocab can enhance meaning	With support able to draft making some appropriate word choices to enhance meaning and with support begin to explain choices can enhance meaning	With support able to draft making appropriate word choices to enhance meaning
<b>KPI</b> □ in narratives, describing settings, characters and atmosphere and begin integrating dialogue to convey character and advance the action	Accurate use of punctuation for direct speech including line break for new speaker.	in narratives, describing settings and characters (Alliteration, onomatopoeia)	in narratives, describing settings, characters and (similes and metaphors)	in narratives, detailed descriptions of settings, characters using descriptive techniques such as a range of figurative language (SPAMO)
		With support begin integrating dialogue	begin integrating dialogue independently	Confidently integrating dialogue.

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□ starting to condense longer passages		Through modelled writing, showing an awareness of the effect of shorter passages and how this improves flow and feel of the writing	Through guided and shared writing, able to make suggestions about how a passage can be condensed and able to rewrite a passage in a condensed form with some support	starting to condense longer passages in independent writing
<b><u>KPI</u></b> begin using a wide range of devices to build cohesion within and across paragraphs	<b>Organise paragraphs around a theme accurately with links</b>	<b>Through modelled writing, showing an awareness of a wide range of devices to build cohesion and their effect on the writing</b>	<b>Through guided and shared writing able to make suggestions about which devices could be used for cohesion</b>	<b>Begin to link ideas across paragraphs using adverbials of time, place and number in guided writing,</b>
□ begin using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	When genre taught, children are able to use NF organisational devices correctly in independent writing	Identify and use headings, subheadings, captions, labels independently	Begin to identify further organisational devices and with support use in writing	Begin to use further devices in writing [for example, headings, bullet points, underlining]
evaluate and edit by: □ assessing the effectiveness of their own and others' writing	evaluate and edit by: continue to assess the effectiveness of their own and others' writing and suggesting improvements	assess the effectiveness of their own and others' writing that is appropriate to the genre	assess the effectiveness of their own and others' writing that is appropriate to the genre	assess the effectiveness of their own and others' writing that is appropriate to the genre
<b><u>KPI</u></b> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	<b>continue proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</b>	<b>Through modelled, guided and shared writing, able to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b>	<b>Able to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in peers writing</b>	<b>Through feedback, able to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own writing</b>

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<b>KPI</b> attempt consistent and correct use of tense throughout a piece of writing		Understands the need for consistent tense and can spot this through deconstruction of text	Can identify errors in tense in shared and peers writing	attempt consistent and correct use of tense throughout a piece of independent writing
<b>KPI</b> attempt correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register		attempt correct subject and verb agreement when using singular and plural,	attempt correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing	attempt correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
proof-read for spelling and punctuation errors	proof-read for spelling and punctuation errors	proof-read for spelling and punctuation errors in all year 3/4 spelling and punctuation known	proof-read for spelling and punctuation errors of most known spelling and punctuation	proof-read for spelling and punctuation errors of all Yr 5 known spelling and punctuation
begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	begin to perform their own compositions, using appropriate intonation	begin to perform their own compositions, using appropriate intonation, volume	begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<b>Writing Vocabulary, Grammar and Punctuation</b>				
<b>KPI</b> □ develop their understanding of the concepts set out in English Appendix 2 by:	Able to also use: Plural, possessive -s, verb inflections, fronted adverbials, appropriate pronoun and noun to aid cohesion in sentences and avoid repetition, determiner, possessive pronoun, adverbial	Able to also use: Plural, possessive -s, verb inflections, fronted adverbials, appropriate pronoun and noun to aid cohesion in sentences and avoid repetition,	Beginning to: Convert nouns or adjectives into verbs using suffixes, relative clause, relative pronoun, adverbs, modal verbs	Able to use and: Convert nouns or adjectives into verbs using suffixes, relative clause, relative pronoun, adverbs, modal verbs, cohesion between paragraphs, linking ideas using

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		determiner, possessive pronoun, adverbial		adverbials; of time, place, number or tense choice
<u>KPI</u> begin recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms		Through guided and shared writing begin recognising vocabulary and structures that are appropriate for formal speech and writing	In independent writing begin recognising vocabulary and structures that are appropriate for formal speech and writing	In independent writing begin recognising vocabulary and structures that are appropriate for formal speech and writing, begin to use subjunctive forms
<u>KPI</u> start using passive verbs to affect the presentation of information in a sentence		Understand what a passive verb is through reading and deconstruction of text	Some awareness of how passive verbs affect the presentation of information in a sentence in shared writing	start using passive verbs to affect the presentation of information in a sentence in independent writing
<u>KPI</u> begin using the perfect form of verbs to mark relationships of time and cause	using the present perfect form of verbs in contrast to the past tense	using the present perfect form of verbs in contrast to the past tense	Awareness of the perfect form of verbs to mark relationships of time and cause	begin using the perfect form of verbs to mark relationships of time and cause
<u>KPI</u> begin using expanded noun phrases to convey complicated information concisely	Varied and rich vocabulary, conjunctions, prepositions, noun phrases using modified adjectives, nouns and preposition phrases and use correctly	Able to use expanded noun phrases in independent writing	Through shared and guided writing able to use expanded noun phrases to convey complicated information	begin using expanded noun phrases to convey complicated information concisely in independent writing
<u>KPI</u> Use modal verbs or adverbs to indicate degrees of possibility		Understanding of modal verbs and adverbs to indicate degrees of possibility through reading and deconstruction of text	Understanding of modal verbs to indicate degrees of possibility in shared and guided writing	Use modal verbs or adverbs to indicate degrees of possibility in independent writing but this may be incorrectly used at times

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<p><u>KPI</u></p> <p>Independently use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>	<p>Confidently vary the location of subordinating clauses within sentence</p>	<p>Understanding the use of a relative clauses beginning with who, which, where, when, whose, that relative pronoun</p>	<p>Understanding and with support begin using relative clauses with who, which, where, when, whose, that</p>	<p>Independently use relative clauses beginning with who, which, where, when, whose, that</p>
<p><b>□ learning the grammar for years 5 and 6 in English Appendix 2</b></p>				
<p><u>KPI</u></p> <p>using commas to clarify meaning or avoid ambiguity in writing</p>	<p>using commas after fronted adverbials and subordinate clauses</p>	<p>Awareness of using commas to clarify meaning in shared and guided writing</p>	<p>With support beginning to use commas to clarify meaning</p>	<p>Beginning to use commas to clarify meaning or avoid ambiguity in writing in independent writing</p>
<p><u>KPI</u></p> <p>begin using hyphens to avoid ambiguity</p>		<p>Awareness of how hyphens are used to avoid ambiguity through reading and deconstruction of text</p>	<p>Can choose to use hyphens to avoid ambiguity correctly in shared and guided writing</p>	<p>With support begin using hyphens to avoid ambiguity</p>
<p><u>KPI</u></p> <p>Use brackets, dashes or commas to indicate parenthesis</p>		<p>Awareness of brackets, dashes or commas are used to indicate parenthesis through reading and deconstruction of text</p>	<p>Can choose to use brackets, dashes or commas to indicate parenthesis correctly in shared and guided writing</p>	<p>Use brackets, dashes or commas to indicate parenthesis in independent writing</p>
<p><u>KPI</u></p> <p>begin using semi-colons, colons or dashes to mark boundaries between independent clauses</p>		<p>Awareness of how semi-colons, colons or dashes are used to mark boundaries between independent clauses through reading and deconstruction of text</p>	<p>Can choose to use semi-colons, colons or dashes to mark boundaries between independent clauses correctly in shared and guided writing</p>	<p>begin using semi-colons, colons or dashes to mark boundaries between independent clauses in independent writing</p>



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<u>KPI</u> begin using a colon to introduce a list		Awareness of how a colon is used to introduce a list through reading and deconstruction of text	Can choose to use a colon to introduce a list correctly in shared and guided writing	begin using colon to introduce a list in independent writing
□ begin punctuating bullet points consistently		Awareness of how to punctuate using bullet points consistently through reading and deconstruction of text	Can choose to use bullet points consistently and correctly in shared and guided writing	begin using bullet points appropriately in independent writing
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.		use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
		<b>34 objectives</b> <b>20 KPI's covered</b>	<b>34 objectives</b> <b>20 KPI's covered</b>	<b>36 objectives</b> <b>20 KPI's covered</b>

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### ASSIGNING A JUDGEMENT AT EACH ASSESSMENT POINT IN YEAR 5

	Working Towards Expected Level	At Expected Level	Working Beyond Expected Level
<b>Assessment Point 1</b>	Below expected →	ALL KPI's within 5.1 objectives	ALL KPI's within 5.1 objectives AND 85% of 14 remaining 5.1 objectives = 12 further objectives
<b>Assessment Point 2</b>	Below expected →	ALL KPI's within 5.2 objectives	ALL KPI's within 5.2 objectives AND 85% of 14 remaining 5.2 objectives = 12 further objectives
<b>Assessment Point 3</b>	Below expected →	ALL KPI's within 5.3 objectives	ALL KPI's within 5.3 objectives AND

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			85% of 16 remaining 5.3 objectives = 14 further objectives
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### END OF YEAR 5 ASSESSMENT

	<b>Below expected</b>	<b>At expected</b>	<b>Above expected</b>
<b>Whole child descriptor - end of Year 5 expectation</b>	in narratives, describing settings, characters and begin integrating dialogue with support (similes and metaphors)	<ul style="list-style-type: none"> <li>in narratives, detailed descriptions of settings, characters using descriptive techniques such as a range of figurative language (SPAMO) and begin integrating dialogue</li> </ul>	<ul style="list-style-type: none"> <li>creating atmosphere, and integrating dialogue to convey character and advance the action</li> </ul>
	<p>Begin to use: ( ) for parenthesis to mark clauses may not always be accurate</p> <p>Begin to use colons to introduce a list</p> <p>With support use ( ) , -to mark parenthesis.</p> <p>With support can separate clauses with : ; -</p>	<p>using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction and possession correct</p> <p>Begin to use:</p> <p>Hyphens</p> <p>Parenthesis with ( ) , -</p> <p>Separating clauses with : ; -</p> <p>Colons to introduce a list</p>	<ul style="list-style-type: none"> <li>using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</li> </ul>
	Begin to make links through paragraphs with pronouns and simple	<ul style="list-style-type: none"> <li>using paragraphs to organise ideas</li> </ul>	<ul style="list-style-type: none"> <li>writing is logically organised through paragraphs.</li> </ul>

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	<p>adverbials for time place and number such as next, finally, later, etc</p>	<ul style="list-style-type: none"> <li>starting to use a wide range of devices to build upon cohesion within and across paragraphs e.g. accurate use of pronouns, prepositions and adverbials for time, number and place</li> </ul>	<ul style="list-style-type: none"> <li>Some independent use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs</li> </ul>
	<p>Punctuate direct speech in narrative.</p>	<p>in narratives, detailed descriptions of settings, characters using descriptive techniques such as a range of figurative language (SPAMO) and begin integrating dialogue</p>	<ul style="list-style-type: none"> <li>in narratives, detailed descriptions of settings, characters using descriptive techniques such as a range of figurative language (SPAMO) and integrate dialogue</li> </ul>
	<p>using modified adjectives, nouns and preposition phrases and use correctly</p>	<p>begin using expanded noun phrases to convey complicated information concisely in independent writing In independent writing begin recognising vocabulary and structures that are appropriate for formal speech and writing,</p>	<ul style="list-style-type: none"> <li>using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li> <li>selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</li> <li>convert nouns or adjectives in to verbs using suffixes</li> </ul>
	<p>Use subordinating and coordinating conjunctions to add subordinate clause. Recognise a relative clause</p>	<ul style="list-style-type: none"> <li>use coordinating and subordinating conjunctions</li> <li>beginning to use relative clauses who, which, where, when, whose, that</li> </ul>	<ul style="list-style-type: none"> <li>using a wide range of clause structures, sometimes varying their position within the sentence</li> <li>correctly punctuated relative clauses, sometimes with omitted/implied relative pronoun</li> </ul>
	<p>Understand the term modal verb.</p>	<ul style="list-style-type: none"> <li>mostly consistent use different verb forms and tense</li> <li>beginning to use modal verbs to show certainty and possibility</li> </ul>	<ul style="list-style-type: none"> <li>consistent and correct use of tenses</li> <li>using passive and modal verbs mostly appropriately</li> </ul>

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	Increasing consistency of legibility of mostly joined handwriting	<ul style="list-style-type: none"><li>Producing legible joined handwriting.</li></ul>	<ul style="list-style-type: none"><li>maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</li></ul>
	Spell some words correctly (years 3 and 4)	<ul style="list-style-type: none"><li>spelling most words correctly* (years 3 and 4)</li><li>spelling some words correctly* (years 5 and 6)</li></ul>	<ul style="list-style-type: none"><li>spelling most words correctly* (years 5 and 6)</li></ul>