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On track for EXPECTED standard (EXP) <u>Composition</u> • Write effectively and coherently across a range of genres -including formal and informal writing Write using appropriate form for a range of audience and purposes • Plan and write extended narratives with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation • Use a range of devices including paragraphs to structure the writing and support the reader based on the form and purpose (e.g. adverbials and organisational devices such as headings) • Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs and within • Proof read and edit proposing changes to vocab, grammar, punctuation and spelling including tense and subject/verb agreement <u>Vocabulary, Grammar and Punctuation</u> • Begin to use hyphens • Use inverted commas accurately and other speech punctuation to punctuate direct speech accurately to advance the action • Confidently use a range of imaginative and ambitious vocabulary • Maintain consistent and correct tense throughout a piece of writing • Maintain correct subject and verb agreement when using singular and plural Use the full range of punctuation taught in KS1 and so far in KS2 correctly (full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession and including regular and irregular plurals) • Use modal verbs or adverbs to indicate degrees of possibility • Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase <u>Transcription</u> • Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones • Consistently produce legible joined handwriting	On track for EXPECTED standard (EXP) <u>Composition</u> • Write effectively and coherently across a range of genres -including formal and informal writing • Plan and write extended narratives with clear awareness of the effect on the reader, using language to evoke mood and develop characterisation • Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary • Use a wide range of presentational and organisational features and devices to structure texts specific to the form (eg layout, headings, bullet points) and audience • Precisely use a range of imaginative and ambitious vocabulary • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs and within • Proof read and edit proposing changes to vocab, grammar, punctuation and spelling including tense and subject/verb agreement <u>Vocabulary, Grammar and Punctuation</u> • Use commas to clarify meaning and avoid ambiguity • use relative clauses beginning with who, whom which whose, that, where, when • Begin to use brackets and dashes • Use hyphens • Use inverted commas accurately and other speech punctuation to punctuate direct speech accurately to develop character Use the full range of punctuation taught in KS1 and so far in KS2 correctly (full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession and including regular and irregular plurals) • Use preposition phrases and expanded noun phrases to add detail, qualification and precision • Use perfect form of verbs to mark relationships of time and cause and Maintain consistent and correct tense throughout a piece of writing • Use modal verbs or adverbs to indicate degrees of possibility <u>Transcription</u> • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones, silent letters and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6 • Consistently produce legible joined handwriting	On track for EXPECTED standard (EXP) <u>Composition</u> • Write effectively and coherently across a range of genres -including formal and informal writing • In writing narratives describe, setting, character and atmosphere and evoke mood using a range of descriptive devices(e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism.) • Use a wide range of presentational and organisational features and devices to structure texts specific to the form (eg layout, headings, bullet points) and audience • Precisely use a wider range of imaginative and ambitious vocabulary • Build cohesion within and across a paragraph using a range of devices (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) <u>Vocabulary, Grammar and Punctuation</u> Use the full range of punctuation taught in KS1 and so far in KS2 correctly (full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession and including regular and irregular plurals) • Begin to use most punctuation taught in UKS2 including brackets, dashes, commas, hyphens, • Begin to use semi-colons and colons in a list • use relative clauses beginning with who, which, where, when, whose and that • Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience • Effectively use of correctly punctuated dialogue to convey character and advance the action. • Use preposition phrases and expanded noun phrases to add detail, qualification and precision • Use passive voice for variety and to shift focus • Use modal verbs or adverbs to indicate degrees of possibility <u>Transcription</u> • Spell correctly many words from Yr5/6 • Consistently produce legible joined writing with sufficient speed • Proof read and edit proposing changes to vocab, grammar, punctuation and spelling including tense and subject/verb agreement

Y5 Writing Progression Year B



On Track for GREATER DEPTH standard (GDS) • Independently adapt language choices based on the audience and the intended impact on the reader • Write for more than one audience, managing changes in content, features and levels of formality • Use a wide range of clause structures, sometimes varying their position within a sentence • Vary sentence length and structure to sustain interest	On Track for GREATER DEPTH standard (GDS) • Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing • Independently enhance the effectiveness of writing through reading, evaluating and re-drafting • Use the full range of punctuation taught mostly correctly and appropriately • Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader • Vary sentence length and structure confidently to sustain interest	On Track for GREATER DEPTH standard (GDS) • Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices • Select precise vocabulary and adapt grammatical structures to match purpose, tone and audience • Use the full range of taught punctuation mostly correctly and appropriately and to create a specific effect • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation for meaning, effect and emphasis. • Vary and control sentence length and structure to sustain interest
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If the writing does not make sense, then work cannot be judged at expected standard

80% of statements must be ticked in order to award the standard