



**Malden Parochial Church of England Primary School**  
**Reflecting the Kingdom of God by Enriching and Transforming Lives**

**Skills and Knowledge Progression Writing –**  
**Year 5**



Standard	Working at the expected standard (emerging, developing, secure)	Working at greater depth within the expected standard					
<b>Composition: applying vocabulary, grammar and punctuation</b>	A pupil can write for a range of purposes and audiences, including correct use of:						
	1. nouns and noun phrases modified by prepositional phrases to expand and develop ideas (e.g. the hooded man dwelled beneath the bridge)						
	2. relative clauses (punctuated by commas) that begin with relative pronouns – who, which, that (e.g. the silver chalice, that stood over a foot high, held the gaze of the crowd)						
	3. adverbs to indicate possibility (e.g. surely, perhaps)						
	4. modal verbs (could, would, should, will, must, can)						
<b>Composition: structuring</b>	The structure and organisation of writing is <b>increasingly</b> informed by its audience, purpose and context, through the <b>consistent</b> use of:	The structure and organisation of writing is <b>increasingly</b> informed by its audience, purpose and context, through the use of:					
	1. paragraphs to group related ideas or material						



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<b>and organising</b>	2. pronouns and nouns are used to aid cohesion and clarity and avoid repetition				<ol style="list-style-type: none"> <li>1. paragraphs to group related ideas around a theme, e.g.: topic sentence and supporting details</li> <li>2. adverbials of time to link ideas across paragraphs</li> </ol>
	3. subordinating conjunctions				
	4. coordinating conjunctions				
	5. adverbs to express time;				
	<ul style="list-style-type: none"> <li>• place (prepositions);</li> <li>• manner;</li> <li>• frequency</li> </ul>				
<b>Composition: planning, drafting, evaluating, editing and proof reading</b>	Writing demonstrates <b>most</b> features of the selected form, as appropriate to audience, purpose and context, arising from discussions of models of writing and their own reading. Pupils can:				<p>Writing <b>consistently</b> demonstrates features of the selected form in writing, as appropriate to audience, purpose and context, drawn from discussion of models of similar writing and the recording of ideas from pupils' own reading.</p> <ol style="list-style-type: none"> <li>1. plan, draft, write, proof-read and edit work</li> <li>2. proof-read work for spelling and punctuation errors</li> </ol>
	1. Plan, draft, write, proof-read and edit work				
	2. Proof-read work for spelling and punctuation errors				



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**Some and most/mostly statements:**

Some refers to the beginning of skill development and deployment; there will tend to be as many mistakes and correct uses Most refers to a refined skill in

<b>Transcription: spelling</b>	Spelling rules and patterns ( <b>50%</b> ) as listed in the 'English Programmes of Study: Key Stages 1 and 2 National Curriculum in England – Appendix 1 for Year 5 & 6' are consistently applied, including:			
	1.	most prefixes and suffixes are used correctly (un-, dis-, re-, ly)		
2.	most common homophones e.g. accept/except; grate/great; scene/seen)			
<b>Transcription: handwriting</b>	Correct use of: 1. Legibility, fluency and speed through choice of joining specific letters.			

application where there will be few errors in context

**Handwriting:**

Where there is a physical barrier to writing or writing with a comfortable grip, statements relating to handwriting may be disregarded as a 'particular weakness' in that child.