

Skills and Knowledge Progression

Writing: Year 5



Standard	Working at the expected standard (emerging, developing, secure)	Working at greater depth within the expected standard
Composition: applying vocabulary, grammar and punctuation	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)	
Composition: structuring and organising	The structure and organisation of writing is increasingly informed by its audience, purpose and context, through the consistent use of:	The structure and organisation of writing is increasingly informed by its audience, purpose and context, through the use of:
	1. paragraphs to group related ideas or material	
	2. pronouns and nouns are used to aid cohesion and clarity and avoid repetition	
	3. subordinating conjunctions	
	4. coordinating conjunctions	
Composition: planning, drafting, evaluating, editing and proof reading	Writing demonstrates most 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:	Writing consistently 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.
	1. Plan, draft, write, proof-read and edit work 2. Proof-read work for spelling and punctuation errors	

Transcription: spelling	Spelling rules and patterns (50%) 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:				
	<ol style="list-style-type: none"> most prefixes and suffixes are used correctly (un-, dis-, re-, ly) most common homophones e.g. accept/except; grate/great; scene/seen) 				
Transcription: handwriting	Correct use of: <ol style="list-style-type: none"> Legibility, fluency and speed through choice of joining specific letters. 				

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 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.