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|  | **English – Writing Y5, expected standard** | **Name:** | | | | | |
|  | **Skills Progression** |  |  |  |  |  |  |
|  | When children start Year 5, they should be able to: |  |  |  |  |  |  |
|  | * Spell the Year 3/4 words from the word list |  |  |  |  |  |  |
|  | * Meet expectations of the Y4 spelling programme |  |  |  |  |  |  |
|  | * Identify main and subordinate clauses |  |  |  |  |  |  |
|  | * Use fronted adverbials, with commas |  |  |  |  |  |  |
|  | * Use all Year 4 punctuation consistently and accurately, including **all** speech punctuation |  |  |  |  |  |  |
|  | * Organise paragraphs around a theme |  |  |  |  |  |  |
| 1 | Write for a range of purposes and audiences based on personal experience and high-quality texts |  |  |  |  |  |  |
| 2 | Write sentences with the subordinate clause at the start and the end of the sentence |  |  |  |  |  |  |
| 3 | Use commas to separate main and subordinate clauses |  |  |  |  |  |  |
| 4 | Indicate degrees of possibility using modal ***verbs*** |  |  |  |  |  |  |
| 5 | Indicate degrees of possibility using modal ***adverbs*** |  |  |  |  |  |  |
| 6 | Use embedded clauses |  |  |  |  |  |  |
| 7 | Use brackets and dashes to mark parenthesis |  |  |  |  |  |  |
| 8 | Use dashes for afterthoughts |  |  |  |  |  |  |
| 9 | Use a range of cohesive devices ***within*** paragraphs |  |  |  |  |  |  |
| 10 | Use a range of devices ***between*** paragraphs |  |  |  |  |  |  |
| 11 | Use relative pronouns |  |  |  |  |  |  |
| 12 | Use defining and non-defining relative clauses –  **Defining:** provide essential information, no commas needed  **Non-defining:** provide additional information, need commas |  |  |  |  |  |  |
| 13 | Use commas to mark non-defining relative clauses |  |  |  |  |  |  |
| 14 | Develop settings and atmosphere in detail |  |  |  |  |  |  |
| 15 | Develop characterisation by drawing on their reading |  |  |  |  |  |  |
| 16 | Write with appropriate levels of formality for audience and purpose |  |  |  |  |  |  |
| 17 | Use a dictionary and thesaurus effectively |  |  |  |  |  |  |
| 18 | Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations |  |  |  |  |  |  |
| 19 | Proof-read and edit their writing |  |  |  |  |  |  |
| 20 | Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear |  |  |  |  |  |  |
| 21 | Spell many words from the Year 5 word list and use these accurately in their own writing |  |  |  |  |  |  |
| 22 | Meet the Y5 expectations from the chosen spelling scheme |  |  |  |  |  |  |
| 23 | Use legible, joined writing consistently |  |  |  |  |  |  |
|  | **Composition:** |  |  |  |  |  |  |
|  | Compose and rehearse more complex sentences before writing, including dialogue |  |  |  |  |  |  |
|  | Explore and use their own techniques to note ideas, drawing on research where necessary |  |  |  |  |  |  |
|  | Control plots:   * Use of foreshadowing * Dialogue to move the action on |  |  |  |  |  |  |
|  | Extend and refine their use of narrative language features:   * Reported speech instead of direct * Repetition for effect   ‘Power of three’ linked to grammar expectations |  |  |  |  |  |  |
|  | Use a range of figurative language:   * similes (…as angry as an erupting volcano) * metaphor (He was an erupting volcano.) * personification (Gnarled fingers stretched out from the tree’s body..) * allusion (It was a Pandora’s box of horrors..) * idioms (Tom had been feeling under the weather for weeks.) |  |  |  |  |  |  |
|  | Extend and refine their use of non-fiction language features:   * technical vocabulary linked to the topic   precise description |  |  |  |  |  |  |
|  | Effective use of organisational features in fiction and non-fiction:   * balancing action, description and dialogue * balancing fact and opinion * bullet points * tables, charts, diagrams |  |  |  |  |  |  |
|  | Use a range of verb forms:   * progressive * perfect * modal |  |  |  |  |  |  |
|  | Provide a range of opportunities to write for varying levels of formality:   * a formal persuasive letter to a company * an informal letter/email to a friend * a friendly-formal information text * formal and informal sets of instructions * a formal police/eye-witness report |  |  |  |  |  |  |

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|  | **English – Writing Y5, Greater Depth** |  |  |  |  |  |  |
| GD1 | Begin to use semi-colons to separate main clauses |  |  |  |  |  |  |
| GD2 | Adapt sentence structure by re-ordering or embedding clauses and use different sentence lengths to create effects |  |  |  |  |  |  |
| GD3 | Expanded noun phrases and sentence starters with effective word choices add detail |  |  |  |  |  |  |
| GD4 | Manipulate formality in different types of writing |  |  |  |  |  |  |
| GD5 | Begin to experiment using the passive voice |  |  |  |  |  |  |
| GD6 | Writing is clearly structured and organised according to the text type |  |  |  |  |  |  |
| GD7 | Commas are used accurately to mark grammatical boundaries and proofreading checks that they help to clarify meaning |  |  |  |  |  |  |
| GD8 | Editing process can involve taking out or simplifying rather than just adding or amending |  |  |  |  |  |  |
| GD9 | Consistently use vocabulary from across the curriculum in their writing |  |  |  |  |  |  |
| GD10 | Consistently apply Y5 spelling expectations across their writing |  |  |  |  |  |  |
|  | **Composition:** |  |  |  |  |  |  |
|  | Attempts made to show an alternative point of view or to engage reader with an unexpected approach in their writing |  |  |  |  |  |  |
|  | Paragraphs:   * are clearly constructed, guiding reader through text   clearly signal changes in time, place and/or events |  |  |  |  |  |  |