

Year 5 Writing Progression

	National Curriculum objective	Autumn Term	Spring Term	Summer Term	Greater depth
Planning	<i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</i>	Deconstruct texts in order to allow children to become familiar with features of different text types	Pupil can sometimes identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing: e.g. an information leaflet for fellow pupils offering guidance and advice on a new sport.	Pupil can usually identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing: e.g. an information leaflet for fellow pupils offering guidance and advice on a new sport.	Pupil can almost always identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing.
	<i>Noting and developing initial ideas, drawing on reading and research where necessary</i>	With support, pupil can sometimes think aloud and record their ideas, sometimes drawing on independent reading and research	Pupil can usually think aloud and record their ideas, sometimes drawing on independent reading and research: e.g. use a spidergram planning model to organise and develop related ideas drawn from reading and research	Pupil decide their own sub-headings and planning models for given topic.	Plan through thinking aloud and record their ideas, sometimes choosing ideas for impact and to enhance the effectiveness of what they write, drawing on independent reading and research
	<i>In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed</i>	With support, pupil can draw upon and adapt what they have learned about how authors develop characters and settings to help them create their own.	Pupil can sometimes identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing: e.g. an information leaflet for fellow pupils offering guidance and advice on a new sport.	Pupil can usually identify the intended audience and purpose for writing and choose a suitable writing model to support their own writing: e.g. an information leaflet for fellow pupils offering guidance and advice on a new sport.	Pupil can independently and imaginatively draw upon what they have learned about how authors develop characters and settings to help them create their own.
Drafting	<i>Using a wide range of devices to build cohesion within and across paragraphs</i>	With support, organise writing into a logical sequence of paragraphs: e.g. by using topic sentences to group and develop ideas within each paragraph. Pupil can, with support, organise writing into a logical sequence of paragraphs: e.g. by	Pupil can usually produce coherent paragraphs in a logical sequence: e.g. using topic sentences to pose rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences.	Pupil can independently produce coherent paragraphs in a logical sequence and link them, signposting the reader: e.g. establishing simple links between paragraphs through use of language like firstly, next, moreover.	Independently produce coherent paragraphs that flow and understands and uses a range of devices to create cohesion between paragraphs

Drafting		using pronouns or adverbials within paragraphs to link to subjects introduced in the opening sentence			
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	<i>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i>	When prompted, describe settings, characters and atmosphere and begin to integrate dialogue to convey character and advance the action.	Pupil can usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	Pupils can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, drawing on the modelled story and their own wider reading of fiction.	Pupil can evoke atmosphere through detailed description, portray characters through meaningful interaction and dialogue that moves the story on: e.g. 'Watch out, you've left the door open!' 'Too late - the dog's made a bolt for it!'
	<i>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</i>	Pupil can, with support, select appropriate grammar and vocabulary and is beginning to understand how choice of words can change and enhance meaning.	Pupil can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning: e.g. make deliberate vocabulary choices for effect, select specialist vocabulary to match the topic.	Pupil can almost always select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning: e.g. make deliberate vocabulary choices for effect, select specialist vocabulary to match the topic.	Explore and alter a range of vocabulary from modelled texts, using thesaurus
	<i>Précising longer passages</i>	With support, can précis longer passages and re-write in their own words.	Pupil can usually précis longer passages: e.g. identify key points from the passage and re-writing in their own words	Pupil can mostly précis longer passages	Pupil can independently précis longer passages
	<i>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</i>	Pupil can, with support, sometimes use further organisational and presentational devices, to structure text and to guide the reader: e.g. use headings and subheadings, organise ideas so related points are grouped, signal openings and closings.	Pupil can usually use further organisational and presentational devices to structure text and to guide the reader: e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.	Pupil can independently use further organisational and presentational devices to structure text and to guide the reader.	Select and integrate relevant diagrams, charts or graphs, use bullet points to organise material, link closing to opening.

Evaluating	Assessing the effectiveness of their own and others' writing	With support, can sometimes self or peer evaluate writing against the success criteria, identifying aspects for alteration linked to previous teaching.	Pupil can self and peer evaluate writing against success criteria, identifying strengths and areas for improvement, and is beginning to offer appropriate feedback.	Pupil can independently self and peer evaluate writing against success criteria, identifying strengths and areas for improvement linked to recent teaching and offer appropriate feedback.	Pupil can confidently self and peer evaluate writing against success criteria, identifying strengths and areas for improvement linked to recent teaching and offer appropriate feedback.
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	Proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning	Pupil can, with support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.	Pupil can usually suggest appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.	Independently suggest appropriate changes to vocabulary, grammar and punctuation to clarify meaning in their own and others' writing.	Can increasingly use a range of vocabulary, grammar, punctuation to enhance writing.
	Ensuring the consistent and correct use of tense throughout a piece of writing	With support, can sometimes write using tense consistently and correctly throughout.	Pupil can usually write using tense consistently and correctly throughout: e.g. use past tense in narrative, present tense in non-chronological report and identify and correct own lapses readily.	Pupil can mostly write using tense consistently and correctly throughout: e.g. use past tense in narrative, present tense in non-chronological report and identify and correct own lapses readily.	Pupil can almost always use tense consistently and correctly throughout.
Proof Reading	Proof-read for spelling and punctuation errors	With support, can spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items	With increasing independence, pupil can spot most of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items	Consistently and confidently spot their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation.	Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.
	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Pupil can, with support, understand that some colloquial spoken subject/verb pairings do not agree and use correct forms in writing: e.g. we were (not we was).	Pupil increasingly understands that common group nouns take the singular verb form: e.g. the football team is happy to be playing against Dullford; the government has decided to change exams.	Pupil demonstrates the knowledge and understanding that common group nouns take the singular verb form across a wide range of independent writing.	Pupil understand that common group nouns take the singular verb form and can edit own and others' work to amend this. Pupil can almost always identify examples of informal speech patterns and structures in their

		Pupil can, with support, identify examples of informal speech patterns and structures in their own writing and amend to reflect the use of standard English where appropriate.	Pupil demonstrates this knowledge across a wide range of independent writing. Pupil can usually identify examples of informal speech patterns and structures in their own and others' writing and amend to reflect the use of standard English where appropriate.		own and others' writing and amend or suggest amendments to reflect standard English usage where appropriate.
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<u>Performing writing</u>	<i>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</i>	When prompted, perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Read their own writing aloud to a group or the whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear. Use variety of medium which will help to increase confidence e.g. audio recordings, video.	Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. e.g. monitor, maintain or regain audience engagement, speaking loudly enough to be heard.	Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. e.g. monitor, maintain or regain audience engagement, speaking loudly enough to be heard. Always engaging and maintaining the audience even for longer compositions.
<u>Handwriting</u> <i>Write legibly, fluently and with increasing speed</i>	<i>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</i>	With support, pupil can make choices over letter shapes and joins to ensure fluency and legibility.	Pupil can sometimes make choices over letter shapes and joins to ensure fluency, legibility and good presentation.	Make usually choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy	Can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality.
	<i>Choosing the writing implement that is best suited for a task</i>	With support, pupil can select the appropriate writing instrument: e.g. a pen for formal writing, a pencil for notetaking.	Pupil can usually select the appropriate writing instrument: e.g. a pencil for making notes, a pen for formal writing	Can mostly select the appropriate writing instrument and justify their choice: e.g. explain why a particular pen colour and thickness was chosen for a particular poster or flyer.	Can nearly always use appropriate writing instrument and justify their choice: e.g. explain why a particular pen colour and thickness was chosen for a particular poster or flyer.