

Progression in Writing– Year 5
Class/ Group (s)

Pupil name

Date (from - to)

	Dimension 1 - TRANSCRIPTION		Dimension 2 - COMPOSITION	
	Aspect 1- Spelling	Aspect 2- Handwriting and presentation	Aspect 3 - Writing Processes	Aspect 4- Vocabulary, Grammar and Punctuation
Year 5	<ul style="list-style-type: none"> • Spells correctly: <input type="checkbox"/> Words ending in –able and –ible <input type="checkbox"/> words with suffixes beginning with vowel letters to words ending in –fer referring, referred, referral, preferring, preferred, transferring, transferred <input type="checkbox"/> Words containing the letter-string ough ought, rough, cough, dough, through, thorough, plough <input type="checkbox"/> Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb, solemn, thistle, knight <input type="checkbox"/> Use homophones and other words that are often confused • uses further prefixes and suffixes and understands the guidelines for adding them (e.g. Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) and Verb prefixes (e.g. dis–, de–, mis–, over– and re–) • uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Spells correctly at least half the words in the Y5/6 spelling list 	<ul style="list-style-type: none"> • writes legibly with some fluency • chooses which shape of a letter to use when given choices • chooses the writing implement that is best suited for a task (e.g. quick notes, letters). 	<ul style="list-style-type: none"> • in writing narratives, uses what they have learned about how authors have developed characters in what they have read, listened to or seen performed • identifies the audience for and purpose of the writing and selects appropriate forms • plans writing by noting and developing initial ideas, drawing on reading and research where necessary • selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In writing Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) • in narratives, describes settings, characters and integrates dialogue to convey character • ensures correct subject and verb agreement when using singular and plural and when distinguishing between the language of speech and writing • uses organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) • assesses the effectiveness of their own and others’ writing, proposing changes to vocabulary and punctuation to enhance effects and clarify meaning • displays consistent and correct use of tense throughout a piece of writing • proof-read for spelling and punctuation errors • performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear • Uses devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) • Links ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) 	<ul style="list-style-type: none"> • uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • understands that degrees of possibility can be shown using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) • uses commas to indicate parenthesis • uses brackets or dashes to indicate parenthesis • uses commas correctly to clarify meaning or avoid ambiguity • uses the perfect form of verbs to mark relationships of time and cause • accurately and appropriately uses and understands the following grammatical terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity