



Writing Progression

KPIs from Year 4 that will need to be covered in addition to the Year 5 curriculum:

<ul style="list-style-type: none"> • Spell most words from the Year 4 statutory spelling list • Use prefixes taught in Y3 'un', 'dis', 'in', 're', 'sub', 'inter', 'super', 'anti' and 'auto'. 	<ul style="list-style-type: none"> • Begin to use other speech punctuation: end of speech question mark, exclamation mark, comma; comma separate reporting clause from speech on some occasions. • Begin to use apostrophes correctly for singular and plural possession 	<ul style="list-style-type: none"> • Use Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was] with increasing accuracy • Write noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases 	<ul style="list-style-type: none"> • Use fronted adverbials • Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use joined handwriting in independent writing
<ul style="list-style-type: none"> • Organising paragraphs around a theme • In narratives, creating settings, characters and plots with increasing confidence. • In non-narrative material, using organisational devices. • Proof-read for spelling and punctuation errors with increasing accuracy 			

KPIs are written in red.

Assessment period	Year 5		
	Transcription/grammatical features	Composition	
Autumn	Sp	<ul style="list-style-type: none"> • Spell some words from the Year 5 statutory spelling list • Spell plurals correctly (adding s, es and ies) <p>In specific spelling activities, spell by:</p> <ul style="list-style-type: none"> -Spelling words with silent letters -Spelling words with the letter string 'ough' and ending in 'able' or 'ible' -Spell homophones: isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed -Use a dictionary 	<p>By the end of the Autumn term, pupils can write using <u>some</u> of the strategies below:</p> <ul style="list-style-type: none"> • Proofread own work to ensure consistent and correct use of tense throughout writing. • Use paragraphs to organise ideas • Use topic sentences to begin paragraphs (There are many ways to skin a rabbit. One way is to...) • Use a range of cohesive devices to build cohesion within a paragraph eg time adverbs (then, after that, firstly), pronouns, topic sentences • Use dialogue as an integral part of narrative • Proofread own work to ensure correct subject and verb agreement when using singular and plural • Describe settings, selecting precise vocabulary which creates a clear image (eg dim/dull/gloomy/dark) • Create cohesion across paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choices (he had seen her before) • Precis longer passages in own words. • Indicate degrees of possibility using adverbs (perhaps, maybe, surely) or modal verbs (might, should, will, must) <p>Over the year, the pupil must have had opportunities to apply their writing skills in at least:</p> <ul style="list-style-type: none"> • 3 Complete short stories • 3 Complete non-fiction pieces (eg non-chronological report, persuasive letter, argument, newspaper report – approx 4 paragraphs) <p>6 Shorter texts (2-3 paragraphs eg explanations, descriptions, sections of stories, recounts, diaries, letters, reports, review)</p>
	P	<ul style="list-style-type: none"> • Use other speech punctuation: end of speech question mark, exclamation mark, comma; comma separate reporting clause from speech on some occasions. • Use apostrophes correctly for singular and plural possession • Use brackets, dashes or commas to indicate parenthesis. 	
	G	<p>By the end of the Autumn term, pupils demonstrate <u>some</u> understanding of and:</p> <ul style="list-style-type: none"> • Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 	
	H	Maintain legibility in joined handwriting	





Spring	Sp	<ul style="list-style-type: none"> • Spell many words from the Year 5 statutory spelling list • Spell many words containing 'able' and 'ible' correctly. <p>In specific spelling activities, spell by: -learning to spell words with rare GPCs from Y5/6 word list (bruise, guarantee, queue, immediately, vehicle, yacht) -learning to spell words with 'ei' after 'c'. -Use word matrices to extend base words. -learning to spell words ending in 'ably' and 'ibly' -Spell homophones: altar/alter, led/lead, steal/steel</p>	<p>By the end of the Spring term, pupils can write using many of the strategies below:</p> <ul style="list-style-type: none"> • Proofread own work to ensure consistent and correct use of tense throughout writing. • Use paragraphs to organise ideas • Use topic sentences to begin paragraphs (There are many ways to skin a rabbit. One way is to...) • Use a range of cohesive devices to build cohesion within a paragraph eg time adverbs (then, after that, firstly), pronouns, topic sentences • Use dialogue as an integral part of narrative • Proofread own work to ensure correct subject and verb agreement when using singular and plural • Describe settings, selecting precise vocabulary which creates a clear image (eg dim/dull/gloomy/dark) • Create cohesion across paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choices (he had seen her before) • Precise longer passages in own words. • Indicate degrees of possibility using adverbs (perhaps, maybe, surely) or modal verbs (might, should, will, must) <p>Over the year, the pupil must have had opportunities to apply their writing skills in at least:</p> <ul style="list-style-type: none"> • 3 Complete short stories • 3 Complete non-fiction pieces (eg non-chronological report, persuasive letter, argument, newspaper report – approx 4 paragraphs) <p>6 Shorter texts (2-3 paragraphs eg explanations, descriptions, sections of stories, recounts, diaries, letters, reports, review)</p>
	P	<ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. 	
	G	<p>By the end of the Spring term, on <i>many</i> occasions pupils demonstrate an understanding of and:</p> <ul style="list-style-type: none"> • Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 	
	H	<ul style="list-style-type: none"> • Maintain legibility in joined handwriting 	





Summer	Sp	<ul style="list-style-type: none"> • Spell most words from the Year 5 statutory spelling list • Use a dictionary to check words, referring to the first 3 or 4 letters. • Proof read for misspelt words from the Y5 word list. <p>In specific spelling activities, spell by: -Spell homophones: cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</p>	<p>By the end of the Summer term, pupils can write using <u>most</u> of the strategies below:</p> <ul style="list-style-type: none"> • Proofread own work to ensure consistent and correct use of tense throughout writing. • Use paragraphs to organise ideas • Use topic sentences to begin paragraphs (There are many ways to skin a rabbit. One way is to...) • Use a range of cohesive devices to build cohesion within a paragraph eg time adverbs (then, after that, firstly), pronouns, topic sentences • Use dialogue as an integral part of narrative • Proofread own work to ensure correct subject and verb agreement when using singular and plural • Describe settings, selecting precise vocabulary which creates a clear image (eg dim/dull/gloomy/dark) • Create cohesion across paragraphs using adverbials of time (later), place (nearby), number (secondly) or tense choices (he had seen her before) • Precise longer passages in own words. • Indicate degrees of possibility using adverbs (perhaps, maybe, surely) or modal verbs (might, should, will, must) <p>Over the year, the pupil must have had opportunities to apply their writing skills in at least:</p> <ul style="list-style-type: none"> • 3 Complete short stories • 3 Complete non-fiction pieces (eg non-chronological report, persuasive letter, argument, newspaper report – approx 4 paragraphs) <p>6 Shorter texts (2-3 paragraphs eg explanations, descriptions, sections of stories, recounts, diaries, letters, reports, review)</p>
	P	<ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. 	
	G	<p>By the end of the Summer term, on <u>most</u> occasions, pupils demonstrate understanding of and:</p> <ul style="list-style-type: none"> • Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 	
	H	<ul style="list-style-type: none"> • Maintain legibility in joined handwriting 	
Guidance for Assessing Greater Depth:		<ul style="list-style-type: none"> • Pupils may be awarded greater depth if they securely meet all of the criteria for transcription and composition each term. • Pupils must also begin to show narrative flair and attempt to use more adventurous language in their work. • Spelling should be secure and mistakes limited to more difficult, uncommon words 	

