

English Curriculum progression and end points – Year 5 Writing (meeting expectations)

COMPOSITION: Structure and flow
Writer secures text cohesion through a range of simple and compound sentences
Uses complex sentences
Always uses a new paragraph for a jump in time, place or change in theme
Always uses a subheading in non-fiction writing
Always uses organisational and presentational devices that are relevant to the text type, e.g. bullet points, underlining etc.
Writer can maintain an appropriate form or style throughout one piece of writing
Adapt grammatical structures and vocabulary to suit level of formality
Writes for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose
Describes settings, characters and atmosphere to consciously engage the reader.
Uses dialogue to convey a character and advance the action with increasing confidence
Reported speech is used with correct use of tense and to advance the action
Grammatical details are noticed and corrected (e.g. tense choice)
Can proof-read and edit with increasing success to show genuine improvements
PUNCTUATION & GRAMMAR
Can confidently use all punctuation covered in Yr 3 & 4
Uses a comma after a fronted adverbial consistently
Consistently uses a comma after a subordinate clause
Consistently uses a comma for a relative clause
Writer attempts to punctuate interrupted speech sentences correctly
Can successfully use brackets or dashes for parenthesis for effect
Can use a range of tenses accurately
Modal verbs are used accurately
Subject-Verb agreement is consistently correct
TRANSCRIPTION: Spelling, vocabulary choice, handwriting
Language is ambitious and growing in sophistication
Uses more sophisticated expanded noun phrase for detailed description
Purposeful choices about level of descriptive detail (e.g. deliberate choice of sentence type)
Tries to convey more consistent viewpoint
Simile and metaphor are used successfully (not overly)
Pronouns and nouns agree
Uses precise vocabulary to convey viewpoint
Can spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct
Can convert nouns or adjectives into verbs using suffixes, e.g. class - classify

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Can spell many complex homophones correctly, e.g. affect/ effect
Can spell most words correctly from the Y5/6 statutory spelling list
Handwriting is legible and consistent including joining with increasing speed

Spelling list:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)