



Year 5 Knowledge and Skills Progression Document- Writing

Working Towards Expected Standard	At Expected Standard	Greater Depth
<p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before</p> <p>Use different verb forms mostly accurately with consideration for audience and purpose</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p> <p>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	<p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Proof-read for spelling errors linked to spelling statements for year 5</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p> <p>Write increasingly legibly, however this is not maintained when writing at efficient speed.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough</p> <p>Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance</p> <p>Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious</p> <p>Use a thesaurus</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Draft and write by précising longer passages</p> <p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</p> <p>Handwriting is legible, fluent and is usually maintained when writing at an efficient speed</p> <p>Spell some words with 'silent' letters e.g. knight, psalm, solemn</p>

<p>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-</p>	<p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p> <p>Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity</p>	<p>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial</p>
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