

Writing National Curriculum Ladder - Year 5

Pre-requisite expectations: On entry to Year Five it is expected that children can write and correctly punctuate simple, compound and complex sentences with a subordinate clause at the start. They are able to create complex sentences using a range of subordinating conjunctions (because, when). Children can correctly use question marks, exclamation marks and commas for lists and for fronted adverbials. They are able to use well-chosen noun phrases and adjectives when describing and show variety in their vocabulary. They can use alliteration and similes to build descriptions further and do this effectively. Children add further information to descriptions and events using prepositions. They can apply spelling rules taught in Y3 and below generally accurately and are able to spell the majority of words on the Y3 and 4 Word List. They are able to use apostrophes to show possession and contractions. They are able to identify the key features of text types they have learnt and generate their own plans to organise short paragraphs. Children are able to sustain their quality of grammar, punctuation and spelling over 3 or more paragraphs.			
	Working Towards	Expected Standard	Greater Depth
Transcription - Spelling	<p>Spell correctly many words from the y3/4 spelling list</p> <p>Can navigate an age appropriate dictionary, sometimes needing support to locate the second/third letter.</p> <p>Many prefixes and suffixes from the y3/4 spelling appendix are used correctly</p> <p>Many homophones from the y3/4 spelling appendix are used correctly</p> <p>Can use an apostrophe for contractions and singular possession in most cases. Can sometimes use an apostrophe for plural possession with support.</p>	<p>Spell correctly many words from the y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>*Prefixes and suffixes that have been taught are mostly used correctly (y5/6 spelling appendix)</p> <p>*Can correctly spell most taught homophones from the y5/6 spelling appendix</p> <p>Uses apostrophes correctly in most writing</p>	<p>Spell correctly many words from the y5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Has effective personal strategies for quickly learning spellings of new words.</p>
Handwriting	<p>Can write legibly</p> <p>Letters are correctly formed and sit on the line. Some words are joined in line with school policy.</p> <p>Can sometimes select an appropriate writing tool.</p>	<p>Is increasingly able to maintain legibility when writing at speed</p> <p>Selects an appropriate writing tool and style for purpose.</p>	<p>Can maintain legibility in joined handwriting when writing at speed.</p> <p>Selects an appropriate writing tool and style for purpose</p>
Composition: Planning	<p>Can talk about how models they have been given might impact or affect a reader, saying what they like and what they could use for themselves.</p> <p>Can say aloud and record their ideas for writing, showing some awareness of purpose.</p> <p>Can magpie language and grammatical structures from authors with support or direction.</p>	<p>Identifies the intended audience and purpose for writing and can say how models they have been given will support their own writing.</p> <p>Following a modelled process or using a given structure, notes and develops ideas for purpose, drawing on reading and research.</p> <p>Can draw on how authors develop settings, characters and atmosphere to help them create their own.</p>	<p>Shows clear awareness of the intended audience for their writing and can choose suitable models from what they have read to support their own writing.</p> <p>Following a modelled process or using a given structure, records and notes ideas for writing that show awareness of purpose, audience and impact.</p> <p>Draw confidently and imaginatively on how authors develop characters and settings when creating their own descriptions eg: by magpie-ing vocabulary, cohesive devices, turns of phrase etc</p>
Drafting and writing Paragraphs	<p>With support (modelling, resources, adult guidance) can use paragraphs to organise ideas</p> <p>With support, can organise sentences into a logical sequence to develop ideas within a paragraph.</p> <p>Pronouns are used to avoid repetition.</p> <p>Simple adverbials are sometimes used.</p> <p>Is beginning to make vocabulary and grammatical choices to change meaning.</p>	<p>Sentences within paragraphs usually have a logical order. Pronouns, conjunctions and adverbials are used to create cohesion within and across paragraphs.</p> <p>Selects appropriate grammar and vocabulary, understanding how their choices change and enhance meaning.</p>	<p>Paragraphs have a secure internal structure and are written in a logical sequence.</p> <p>Can use a range of conjunctions and adverbials to create cohesion within and across paragraphs.</p> <p>Vocabulary and grammar is well chosen, demonstrating intention and control.</p>
Writing for purpose	<p>Can write for a range of purposes, making independent use of writing frames, scaffolds and word banks.</p>	<p>Writes effectively for a range of purposes and audiences, using taught features of the given form.</p> <p>Selects from taught vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (eg: using contracted forms in dialogue, passive verbs to affect how information is presented, modal verbs to suggest degrees of possibility)</p>	<p>Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (eg literary language, characterisation, structure)</p> <p>Developing awareness of different levels of formality and showing some awareness of the appropriate register when writing.</p>
Narrative	<p>Can describe settings and characters using appropriate adjectives, verbs and adverbs. Makes some use of descriptive devices such as similes or personification when supported.</p>	<p>Describes settings, characters and atmosphere using a range of taught descriptive devices.</p> <p>Makes attempts to integrate dialogue to convey character and advance action (2)</p>	<p>Descriptions of character, setting and atmosphere are created through sophisticated and well-chosen vocabulary and grammar. They are developed and maintained throughout.</p> <p>Integrates dialogue to convey character and advance action</p>
Non - Narrative	<p>Uses simple devices to structure writing and support the reader (eg: headings, subheadings, bullet points)</p>	<p>Can use organisational devices to structure texts and guide the reader:</p> <ul style="list-style-type: none"> Subheadings Bullet points Diagrams/charts Fact boxes etc 	<p>Uses organisational devices to structure text and guide the reader, making confident, independent choices about when these are needed.</p>
Evaluate and edit	<p>Can assess and evaluate their own writing with a focus on their own personal common errors, sentence demarcation, spelling and grammar including tenses.</p> <p>Can often propose successful alternatives in discussion with peers or adults.</p>	<p>Can assess and evaluate their own writing for: Overall impact and suitability</p> <p>Effectiveness and accuracy of vocabulary, grammar and punctuation including consistent correct use of tense</p> <p>Spelling</p> <p>Can propose successful alternatives and corrections.</p>	<p>Independently and confidently evaluates and assesses own writing, making corrections and purposeful improvements. Draw on their wider reading to spot ways to improve their writing.</p>
Vocabulary, Grammar and Punctuation - Grammar and Vocabulary	<p>Verb tenses are generally consistent throughout texts.</p> <p>With support (including models, scaffolds and word banks) makes some correct and appropriate use of many of the concepts taught in Y5:</p> <ul style="list-style-type: none"> Expanded noun phrases to convey information concisely Modal verbs and adverbs Relative clauses Attempts may not always be grammatically secure. <p>Shows some variety in their choice of coordinating and subordinating conjunctions.</p>	<p>Uses verb tenses consistently and correctly throughout their writing</p> <p>Makes generally correct and appropriate use of the range of concepts taught in y5:</p> <ul style="list-style-type: none"> Relative clauses including with an implied relative pronoun (This is the boy [that] I saw.) Expanded noun phrases (I saw <u>the tall, green tree on the hill</u> from my window. Modal verbs Adverbials <p>Continues to use a range of coordinating and subordinating conjunctions effectively (besides, despite, whereas, with, therefore)</p>	<p>Tenses are consistently correct throughout the writing.</p> <p>Can sometimes use a deliberate change of tense for effect.</p> <p>Makes correct, effective and controlled use of the range of concepts taught in y5.</p> <p>Continues to use a range of coordinating and subordinating conjunctions purposefully and with control</p>
Punctuation	<p>Uses capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly.</p> <p>Most sentences are demarcated correctly.</p> <p>Inverted commas and some other direct speech punctuation</p>	<p>Uses the range of punctuation taught at KS2 mostly correctly</p> <ul style="list-style-type: none"> Commas to clarify Punctuation for parenthesis Semi colons, colons or dashes to mark boundaries between independent clauses Colons for introducing lists Correct punctuation for direct speech 	<p>Use the range of punctuation taught at KS2 correctly and where necessary use this punctuation precisely to enhance meaning and avoid ambiguity</p> <p>Shows confidence and control when using the full range of KS2 punctuation, making only occasional errors when attempting more complex structures.</p>
<p>A Year Five writer can:</p> <p>By the end of Year Five it is expected that children can identify the intended purpose and audience of their writing, using models they have read to help them understanding the purpose of their own work. With support and direction, they can note ideas from reading and research to include in their writing. Writing is effective across a range of genres and text types. Settings, atmospheres and characters are described and developed in narratives. In non-narrative writing, taught organisational markers are used correctly to organise and guide the reader. Sentences are generally correctly punctuated using the range of punctuation taught up to Y5. Cohesion is created within and across paragraphs through pronouns, adverbials and conjunctions. They are able to make accurate corrections and successful improvements when editing their work. Handwriting is legible and joined. Spelling is generally accurate, including that of taught anomalous (irregular) words, homophones, prefixes and suffixes. Children are able to sustain their quality of grammar, punctuation and spelling over 4 or more paragraphs.</p>			

