

MPPS Year 5 Writing Progression Statements

Working towards the expected standard in Y5
write for a range of purposes
describe settings and characters including expanded noun phrases and adverbials
use a range of co-ordinating (or, and, but) and subordinating conjunctions (when, if, that, because)
use adverbs to express time
use prepositions to express place and time
use paragraphs or sections to organise and structure
use the full range of punctuation taught at KS1 (capital letters, full stops, question marks, exclamation marks, commas for a list, apostrophes for contraction and singular possession)
punctuation for dialogue and commas for fronted adverbials
maintain standard English forms
add prefixes and suffixes to spell many words correctly
spell many KS1, Y3/4 and Y5/Y6 common exception words correctly
produce legible joined handwriting
Working at the expected standard in Y5
use adverbs to add detail, qualification and precision
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
in narratives, describe settings, characters and atmosphere
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using modal verbs to suggest degrees of possibility)
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs
use preposition phrases to add detail, qualification and precision
use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase
use relative clauses, sometimes omitting the relative pronoun
use a wide range of clause structures, sometimes varying their position within the sentence
use verb tenses mostly consistently and correctly throughout their writing
use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction, singular and plural possession, inverted commas and other speech punctuation)
use commas for clarity, mostly correctly
use some punctuation for parenthesis (brackets, commas and dashes)
begin to create atmosphere and integrate dialogue to convey character and advance the action
show a growing awareness of making writing succinct by using all grammar and punctuation taught so far precisely to engage the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/Y4 and some Y5/6)
Consistently produce legible joined handwriting
Working at greater depth in Y5
in narratives, describe settings, characters and atmosphere
select precise vocabulary and grammatical structures that reflect the level of formality required mostly correctly
make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader, sometimes showing and not telling
use the full range of punctuation taught correctly and appropriately

Year 5 POS	Pupils should be taught to
Writing Transcription – Spelling (See English appendix 1)	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus
Writing Transcription – Handwriting	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ○ choosing the writing implement that is best suited for a task
Writing – Composition	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ○ noting and developing initial ideas, drawing on reading and research where necessary ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others’ writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ ensuring the consistent and correct use of tense throughout a piece of writing ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> ○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ○ using passive verbs to affect the presentation of information in a sentence ○ using the perfect form of verbs to mark relationships of time and cause ○ using expanded noun phrases to convey complicated information concisely ○ using modal verbs or adverbs to indicate degrees of possibility ○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun ○ learning the grammar for years 5 and 6 in English appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> ○ using commas to clarify meaning or avoid ambiguity in writing ○ using hyphens to avoid ambiguity ○ using brackets, dashes or commas to indicate parenthesis ○ using semicolons, colons or dashes to mark boundaries between independent clauses ○ using a colon to introduce a list ○ punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and

appropriately in discussing their writing and reading

Appendix 2 (Y5 Content)

Word Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; ify] **Verb prefixes** [for example, dis–, de–, mis–, over– and re–]

Sentence **Relative clauses** beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Indicating degrees of possibility using **adverbs** [for example, perhaps, surely] or **modal verbs** [for example, might, should, will, must]

Text Devices to build **cohesion** within a paragraph [for example, then, after that, this, firstly]

Linking 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]

Punctuation Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Terminology

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	